



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**School of Education Communication and Language Sciences**

**A STUDY OF EMOTIONAL INTELLIGENCE IN LEADERSHIP FROM THE  
PERSPECTIVES OF EDUCATIONAL LEADERS IN A UK UNIVERSITY**

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*Thesis 19002*

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY IN OCCUPATIONAL AND  
ORGANISATIONAL PSYCHOLOGY**

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# UNIVERSITY OF NEWCASTLE UPON TYNE

## DECLARATION

I hereby certify that this thesis is wholly my own work, and that any material in this thesis, which is not my own work has been fully acknowledged. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signed:   
(Kalaivani Ganesh-Harikrishna)

Date: 28/8/2008

*In Loving Memory Of My Parents*

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**Acronyms and Abbreviations**

BERA	British Educational Research Association
BPS	British Psychological Society
CIHE	Council for Industry and Higher Education
EI	Emotional Intelligence
HEIs	Higher Education Institutions
IPA	Interpretative Phenomenological Analysis
LFHE	Leadership Foundation for Higher Education
NLP	Neuro-Linguistic Programming
PDP	Personal Development Planner

## **Key Psychoanalytic Concepts explored in the Study**

1. Attachment system\*
2. Containment/container\*
3. Depressive position\*
4. Ego/super ego
5. Group identification
6. Herd instinct
7. Holding environment\*
8. Humour
9. Idealizing
10. Identification (maternal/paternal)
11. Intersubjectivity
12. Intrapsychic
13. Introjection
14. Introjective projection
15. Libido
16. Mirroring
17. Mourning (absence/loss)
18. Narcissism/narcissism excess
19. Oedipus/electra complex
20. Paranoid-schizoid position\*
21. Polarization
22. Primal horde
23. Projection
24. Projective identification

- 25. Regression
- 26. Self good/other bad
- 27. Splitting
- 28. Symbol formation\*
- 29. Transference (maternal/paternal)
- 30. Twinship/(alter)-ego transference\*
- 31. Unconscious
- 32. Unconscious phantasy

\* Refers to concepts from other strands of psychoanalysis and overlaps with Freudian perspective

## **Abstract**

This thesis aims to make a contribution to the academic leadership literature. The study presents a unique approach to a psychoanalytic study of emotional intelligence (EI) in leadership from the perspectives of educational leaders in a UK University. In view of the challenging issues facing leaders in higher education (HE) that may impact the role of leaders, in turn affecting the emotional life of an organization, the study aims to identify how educational leaders perceive 'EI as a leadership quality' in HE in order to identify the hidden dynamics, gain new insights and add to the literature in the field of leadership and EI.

The study uses a phenomenological form of inquiry against the backdrop of a psychoanalytic framework to identify the overt and covert meanings leaders attach to this phenomenon. Three-levels of in-depth semi-structured interviews were conducted on 26 Heads of School to explore their perception of EI in leadership. A personal observation method was also used to observe leaders' non-verbal cues, which revealed their covert expressions, and documented in private reflective journals. Eight key themes emerged: Inspiration, understanding and motivation; general lack of awareness of EI; interpersonal skills and qualities; emotions and cognition: balance; traits and personality development; nature versus nurture; personal insight and reflection; and strategic vision and direction.

Through the use of psychoanalytic concepts, findings revealed that EI among leaders provided them with the ability to tackle some of the most challenging issues facing HE leaders today, however, there was some evidence to show that the use of, and the demonstration of emotions are still met with some resistance by some leaders. Findings also indicated that leaders displayed more of a charismatic and transformational type of leadership

in the university with some evidence of spiritual leadership. Implications of study are discussed and the thesis concludes by outlining the future directions and challenges for research in this field.

**Key words:** emotional intelligence; leadership; perception; phenomenology; psychoanalysis

## **Chapter 1: Introduction**

- Background and context
- The study
- Thesis layout

## **1.1 Background And Context**

In a world of fluid organisations, today's leaders face continuous change as their organisations adapt to social and environmental challenges. We are living in a world that is constantly changing, and as traditional 'ways' are replaced by different contemporary 'ways' in many spheres of life, for example social and occupational, people may find that they are not able to rely on past experiences or on a particular formula that they can apply to leadership today.

UK higher education (HE) is not different to other large organisations, and it is evident from literature (Beatty, 2000; Bown, 2006; Kezar et al., 2006; Watson, 2002) that the HE sector has recently been undergoing massive changes, driven mostly by government initiatives, which force leaders to increase their expectation to be globally competitive, to be excellent in status and to be progressive (Smith & Hughey, 2006), thereby adding more pressure. Additionally, such pressures may clash with leaders' own priorities in running the system and affect their role as leaders, and further complicated by the economic, social and policy contexts in which most universities function (ibid., p. 159). Furthermore, followers have increased expectations of their leaders to provide vision, to display passion and to build productive relationships (Amabile et al., 2004, pp. 7-8; George, 2000; Kezar et al., 2006; Macaleer & Shannon, 2002, pp. 10-11).

Taking into account the above views, problems may be present in the workplace when leaders are not able to, for instance, control their anger, empathise with others' feelings and emotions and understand why others do not respect them, in turn affecting the emotional life of the organisation (Amabile et al., 2004; Caruso & Wolfe, 2001; Forgas, 2001; De Board, 1978; George, 2000; Gmelch & Burns, 1993; Sotirakou, 2004, p. 346). This suggests it has much to do



with leaders' values, beliefs and attitudes, which ultimately govern their behaviour and actions, i.e. elements of psychoanalysis. From a Freudian perspective, psychoanalysis is about human behaviour in light of their developmental experiences over the past and its impact in the present (see Theoretical perspective, page 51). As such, it prompts the question of what makes leaders behave in a particular way in the way they do things and the effects it may have on others' reactions. So, we need to understand firstly, their perception about the world around them that makes them to react and act accordingly in the workplace.

Some studies in particular (Gmelch & Burns, 1993, p. 259; Kekale, 2005; Sotirakou, 2004, p. 346) highlight the position of Heads of School (HOSs) as one of the most complex positions in HEIs. Particularly, Gmelch and Burn's (2004, p. 260) study points out that the complexity of HOS's role, which emerges in trying to bridge the gap between the managerial and the academic cores of the university, in turn leading to occupational stress. Moreover, HOSs are sometimes forced to conform to organizational practices, which may clash with their own priorities in running the system, adding more pressure and affecting the psychological well-being in the organization. Furthermore, some research says that people higher up in the organizational structure tend to be more internal. In other words, their behaviour is guided by their decisions. Thus, it is vital that the underlying cause of such complex situations be understood with respect to interpersonal conflicts, defensive behaviours, anxieties and tensions through HOSs' perspectives in order to enhance the emotional well-being of the organization.

According to the Leadership Framework (see 2.1 & 2.7, appendix k), the key roles of the HOS is to be able to communicate with others and also to be able to work well with others in the



university, which requires exceptional people skills. As such, these roles would require the HOS to be able to recognise and understand others' emotions and be proficient at managing relationships to meet their school objectives (HEA, 2005).

Leaders are the backbone of the organisation and involved in key decision making processes, as such it is crucial that leaders, even in the face of constant pressure, to have an awareness of self and others' feelings and emotions and be able to relate to others in the organisation which provides the focus for this study (Dodd, 2004; Humphrey, 2002; Kezar et al., 2006; Rao, 2006; Russell, 2003).

The above, thus brings the issue of emotions and emotional intelligence (EI) in leadership to the fore, and according to several studies in organisational behaviour (Amabile et al., 2004; Caruso & Wolfe, 2001; De Board, 1978; Fineman, 2003; Forgas, 2001; George, 2000; Gmelch & Burns, 1993; Kets de Vries, 2004) seem to be the core issue in dealing with conflicting situations in organisational processes (for a fuller definition of EI and leadership, see pages 15-18). Domagalski (1999, p. 843) describes emotion as "a biological intra-personal response to some stimulus" and explains how the shared realities of the workplace are passed through emotions and therefore considered as a primary feature of the organisational process. In his study, he describes how emotions of individuals have the potential to affect consciously and unconsciously, the organisational functioning (or dysfunctioning). This raises the issue of whether leaders are 'consciously' aware of their feelings and actions, and the effects and consequences it may have on others in the workplace (Ganesh, 2008). Domagalski's (1999) study shows that the perception of leaders play a vital role in leadership because their perception

influences their behaviour, which in turn determines how they lead and manage the people around them and its organisation.

Leaders, at times, may not be entirely aware of the extent and nature of emotions they feel, and since peoples' emotions reside partly in their unconscious mind (Freud, 1965, 1983) and when feelings are unconscious, they are most likely to be uncontrollable, and therefore most damaging, which may affect the effective running of the organisation. For this reason, conscious and unconscious emotions and its relation to leadership are worthy of empirical enquiry and thought through qualitative means (Domagalski, 1999; Kets de Vries, 2004).

Research (De Board, 1978; George, 2000; Humphrey, 2002) shows that when individuals are in a situation of high threat, emotions take precedence over rational thought. For example, in some situations, emotions may have a stronger impact on human behaviour than thinking. Strong emotions, for instance anxiety, anger and stress, can overwhelm our ability to think and to make good decisions. Thus, it seems likely that if we are aware of, and can understand and manage emotional states in ourselves and in others, we are more likely to have a robust self-esteem and are better placed to cope with disappointments and setbacks and be happy in life.

At its heart, leadership is about human behavior as it revolves around the highly complex interplay between leaders and followers, all put into a particular situational context (Russell, 2003, pp. 152-154; Smith & Hughey, 2006, p. 158). Leadership is about understanding the way people and organisations behave, enhancing relationships, about developing a culture of commitment and trust, about establishing a group identity, and about adapting behavior to

increase effectiveness (Amabile et al., 2004; Dodd, 2004; Gmelch & Burns, 1993; Kezar et al., 2006; Yukl, 1989, 2002). It is crucial that the credibility of leaders is reflected to their followers so that they can earn the trust and respect of their leaders (see Leadership Framework, appendix I). Yukl's (1989) study, however, shows that even though a leader, by default, has power s/he may fail to achieve that. Though there is not much research done in this area to clearly explain the reason(s) for this, it indicates that a leader by means of his power and authority alone cannot win the support of his followers.

From the discussion above, it suggest that leaders' attitudes, behaviours and beliefs form an important aspect in how they perform their role as leaders and in dealing with conflicting situations (Montez, 2003, p. 6). Followers do not bring willingness and dedication to the job accidentally but may bring those because of how they are treated by their leaders (Amabile et al., 2004; George, 2000; Kezar et al., 2006, pp. 77-80; Macaleer & Shannon, 2002, p. 10; Russell, 2003, pp. 152-154). Therefore, it makes sense to understand the world of meaning of leaders' lived experience through their perception and how they feel about it as it ultimately affects their decisions and actions in the workplace.

## **1.2 This Study**

For the purpose of investigating leaders' perception about their lived experience of a particular phenomenon, a qualitative approach is the most appropriate methodology because it aims to discover the texture and quality of human experience based on their perception, which is the purpose of phenomenological research (Smith, 2004). In this regard, interpretative phenomenological analysis (IPA), a variant of phenomenology, which focuses on the subjective

perceptions of individuals' experiences and their attribution of meanings to their experiences is used for this study (for fuller details of IPA, see pages 56-58). This phenomenological approach has a way of identifying leaders' needs, anxieties, and aspirations through their subjective perceptions, which reveals their feelings and thoughts, i.e. the corner stone that affects human behaviour. This is important because it may reveal the overt and covert meanings participants attach to the phenomenon, which reveals their behaviour and actions and the effects it may have on others in the workplace.

The interpretation taken from a psychoanalytic perspective is based on a preconceived set of theories, which may be in opposition to IPA as it embraces the notion of 'bracketing' although this is not fully possible and is discussed in the Methodology Chapter (see page 56). Some preconceptions are inevitable and thus can have an effect on the interpretations made by the researcher. In this regard, psychoanalysis and phenomenology are antagonistic and all the more so in light of the psychoanalytic framework that structures this study.

The choice of method for the study is guided by the overall aim of the study in achieving an understanding of the essence of participants' experience and their perspective on the phenomenon, which is sought through an interpretative process by researcher and participant. The key question for this study is: How do educational leaders perceive EI as a leadership quality in the university?



### **1.2.1 Aim and Objectives**

The aim of this study is to identify how educational leaders perceive 'EI as a leadership quality' in order to identify hidden dynamics, gain new insights and add to the literature in the field of leadership and EI.

The study aim is achieved through the following objectives:

1. To explore and describe leaders' lived experiences of 'EI as a leadership quality' through their perspectives;
2. To explore the findings using a psychoanalytic framework;
3. To examine the findings in relation to the literature;
4. To relate the findings from study to personal and professional outcomes of leaders in HE, including theory, policy and practice.

### **1.2.2 Focus and Contribution of Study**

There are several studies documented about EI and leadership, including studies on historical and scientific issues, leadership best practices and on the effects of leader-followers on performances and attitudes (Landy, 2005; Osseo-Asare et al., 2005, Wong & Law, 2002). However, they mainly use quantitative methods such as surveys, questionnaires and structured interviews. It will only reveal what they want to reveal and may not reveal "covert" meanings. It thus appears that the most appropriate way to find out what leaders think of EI and what it means to them is to talk to leaders themselves and find out from their own perspective the meanings they attach to EI in leadership. For this purpose, the study intends to use a qualitative perspective that studies people

idiographically because how participants perceive their world is unique to each of them, and this is relevant in order for us to conceptualise their conduct (Smith & Eatough, 2006, pp. 326-327).

A thorough search of the research databases show that as yet, there is no clear literature investigating about how leaders perceive EI in their leadership practice, particularly in the HE sector. By using a phenomenological approach to examine leaders' perspectives from their lived experience, the study contributes to the literature on EI in leadership in a HE context; most of the phenomenological studies have been conducted in the health-care sciences since they are drawn towards patients' life experiences, and the meanings they attach to their life, but not in the leadership domain (see Literature Search, page 14). This fact thus highlights a gap in the research and the need for studies of EI in educational leadership to be purely of a qualitative nature that investigates leaders' perceptions to help us understand the world around them, as perceived through their own lens.

### **1.3 Thesis Layout**

#### **Chapter 2: Literature Review**

This chapter outlines the background against which this study had been conceived and developed: 1. It addresses the issues of leadership, both in the general and specific literature. 2. It specifically addresses the concept of EI in leadership. 3. The disparity of definitions used in the literature. 4. The challenging issues facing HE leaders and 5. It highlights the research gap for the relevance of the purpose of study.

#### **Chapter 3: Methodology and Conceptual Framework**

This chapter explains the choice of methodology selected that can fill the gaps highlighted in the literature and the conceptual framework that strongly influences it, justifying its reasons. It explains which of the existing gaps in the literature the study aims to address and how it addresses. Epistemological and methodological positions specifically adopted in the study were discussed, together with the study design.

#### Chapter 4: Findings

It addresses the first objective of the study, that is, to explore and describe leaders' perception of *EI as a leadership quality* through their lived experience and the meanings they attribute to this phenomenon. Through participants' dialogues and the researcher's interpretative levels, this chapter explains the process of how the key themes were extracted, refined and then clustered into groups.

#### Chapter 5: Discussion

It discusses the findings of study in the light of the psychoanalytic framework and the extant literature as well as to the personal and professional outcomes of leaders in HE. It also highlights those issues that did not relate very well with the existing study, but which may have scope for further research.

#### Chapter 6: Reflections of Study and its Limitations

This chapter discusses my thoughts and reflections of my study, including the many theoretical, methodological and methodical limitations that influence the outcomes of the study.

## Chapter 7: Conclusion

It provides a summary of the whole research cycle of study, including my reflections of it, outlining the key findings and its relevance, and the study contributions, which made the thesis to be possible. Also, it discusses some potential areas for bringing the present study further.



## **Chapter 2: Literature Review**

- Issues surrounding EI and leadership in the general and academic literature
- The common understanding of terms in this field, and the disparity of definitions used in the literature
- Challenging issues facing HE leaders
- The research gap for the purpose of the study
- The rationale for the question(s) to be explored
- Conclusion

## 2.1 Introduction

I was aware of the range of theoretical perspectives on organisational theory that might influence the writers' interpretation of EI in leadership and its underlying concepts and the breadth to this is discussed in the Methodology Chapter. However, the criteria in assessing the literature for inclusion were the extent to which:

- i. It addresses issues of leadership, both in the general and academic literature;
- ii. It addresses the issues surrounding EI in leadership;
- iii. A common understanding of terms in this field is discussed, and the disparity of definitions used in the literature is explored;
- iv. Intra-organisational and the intra-psychic level issues affect HE leaders and the part EI plays in these;
- v. It highlights the research gap, i.e. to explore and describe leaders' perceptions about 'EI as a leadership quality' from their lived experience through qualitative means, which this study aims to address
- vi. It shows a clear rationale for the question(s) to be explored

Some of the definitions of the terms EI and leadership appeared to differ in the literature, sometimes widely and sometimes more in nomenclature than in essence. These terms are discussed in the beginning of this chapter to show their usage in the study before discussing the issues related to them later (see Emotional Intelligence in Leadership, page 33).

## **2.2 Literature Search**

An extensive literature search was undertaken initially using a selected range of possible keywords: emotional intelligence; leadership; phenomenology; perception. I reasoned that, should the results of the search be disappointing, I could always extend. Bringing forward the cut-off publication date to 2000 using the same keywords displayed about 200 results in journals suited to my topic. Within this, a second search was filtered by identifying shorter articles in journals, which were likely to be either published and work presented in more detail elsewhere, or presenting anecdotal material. A more specific search was attempted to search for results from the academic leadership literature by reducing the keywords to specific terms: emotional intelligence; higher education; academic leadership. There were, however, no results displayed from this specific search.

It therefore shows both from the general and specific search, that as yet there were no clear studies on EI in leadership from educational leaders' perspectives, particularly in a HE context though there were results displayed from other disciplines, mainly from the Health-care discipline.

## **2.3 Disparate Definitions**

From the emotional intelligence (EI) and leadership literature, there are a variety of definitions to EI and leadership, having no common consensus and hence leading to different models and perceptions of EI and leadership by various authors (Caruso & Wolfe, 2001, pp. 150-153; Kezar et al., 2006; Smith & Hughey, 2006, p. 162; Wren, 1999, p. 71, see also sub-question 2.2,

Appendix h). Before exploring the issues of EI in leadership in a HE context, the meanings of the terms EI and leadership used by some of the authors are discussed below:

### **2.3.1 Emotional Intelligence**

One of the central characteristics of EI is to display emotional abilities in the workplace (Beatty, 2000; Mayer & Salovey, 1997; Mayer et al., 2000; Wolff et al., 2002, pp. 510-514). Salovey and Mayer (1990, p. 189) were among the earliest to propose EI and defined it as: “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Goleman (1996, p. 19) on the other hand adopted this definition of EI from Salovey and Mayer (1990), and indicates precisely the components of EI as “self-awareness, impulse control, persistence, zeal, motivation, empathy and social deftness”. Goleman’s major portion of this book covers on the nature of EI and shows how EI can be nurtured and strengthened in an individual and in various stages, explains the emotional lessons that tends to shape the brain’s circuitry of a child. According to Goleman (1996), an individual requires EI qualities, and adds that the lack of such qualities may ruin his/her career as it influences one’s adulthood, which resembles views from a psychoanalytic perspective. He identifies the five domains of EI as follow:

- i. Knowing one’s emotions
- ii. Managing one’s emotions
- iii. Motivating oneself
- iv. Recognising emotions in others

## **v. Handling relationships**

Ashkanasy et al. (2002, p. 317) provide a similar view of EI: “is the ability to read emotions in one’s self and in others, and to be able to use this information to guide decision-making”. Additionally, Ashkanasy et al.’s (2002)’s study and Mayer et al.’s (2000) study show connections between emotions, cognition and decision-making and how a combination of these directs one’s actions, which interestingly prompted me to include sub-question 3.3 in Appendix h. Thus, the definition of EI that was used for the study is from Mayer and Salovey’s (1997, p. 10):

The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

Whichever way EI may have been conceptualized, it seems to show from above that EI is a key aspect in relationships, in not just knowing about oneself but more importantly, to be sensitive to others’ emotions and feelings that may affect relationships and the organizational functioning as a whole.

### **2.3.2 Leadership**

As mentioned earlier in this chapter (see page 13) that leadership has a variety of definitions and some of these definitions, explicitly or implicitly, resemble earlier notions of leadership such as collegiality, governance, group identity and democracy. Leaders in HE would normally include, though not restricted to, vice-chancellors/pro-vice-chancellors, deans, principals/vice-principals, secretaries and registrars, heads of school, programme leaders, directors of resources and others who hold strategic responsibilities in HE (Leadership Foundation for Higher Education (LFHE),



2008a; Rich, 2006, p. 40). Throughout the study, the term leader refers to “a person who is engaged in leadership” and followers as “people towards whom leadership is directed to”.

One of the most restricted definitions about leadership by Northhouse (2001, p. 3) states that leadership is “a process whereby an individual influences a group of individuals to achieve a common goal”. Yukl (2002, p. 7) suggests that leadership is often confused with concepts such as authority, power, management and supervision and highlights that leadership is to inspire, influence, develop and empower others and to agree what needs to be done and how it can be done effectively. He (ibid.) adds that in order to develop as a leader, s/he needs to know the culture before trying to change it, have a vision for it and yet be open to different perceptions of reality, embrace contradictions and be able to acknowledge mistakes. Goleman (2000), on the other hand suggests that leaders who achieve the best results do not rely on one leadership style but incorporate multiple styles depending on the situation and context. One way of achieving this, he says, is by building a team that incorporates the styles the leader lacks or by expanding one’s own style of leadership.

Despite the multitude ways of how leadership has been conceptualized in the literature, the common theme around it suggests the need for greater awareness of the reasons and motivations for individual and organisational action and the recognition of the emotional costs of organisational life. Whether a leader is emotionally intelligent or not would depend on several factors, one of which is strongly related to their perceptions about EI and the meanings they attach to EI from their lived-experience as a leader.

Additionally, there are various theories of leadership that had been developed over time: One set of theories posits that leaders are born and not made (Burns, 1978) and another school of thought says that leadership is a series of traits to be learned by any individual (Brown, 2004; Humphrey, 2002; Wolff et al., 2002; Wren, 1999, p. 72; Yukl, 1989; 2002). Yet, another theory believes that leadership is contextual and hence changes according to situation (Smith & Hughey, 2006) while others focused on the behaviour of leaders based on task-oriented leaders and relationship-oriented leaders (Kellet et al., 2006).

Recently, the focus on leadership is shifting towards an emotional orientation (Caruso & Wolfe, 2001; Dodd, 2004; Domagalski, 1999; Fineman, 2003; Forgas, 2001; George, 2001; Heck & Hallinger, 2005; Kets de Vries, 2004; Kezar et al., 2004; Latham & Pinder, 2005; Moore, 2006; Scott, 2004) as compared to earlier research based mostly from a cognitive perspective (Gross, 1999; Hogar et al., 1994) suggests the centrality of emotions in the workplace and the impact it may have on organizational functioning. Additionally, there is some evidence (George, 2001; Humphrey, 2002; Macaleer & Shannon, 2002) to show that emotions stimulate cognitive processes and aids in the decision-making processes suggest the relevance and importance of emotions to leadership process.

Since the focus of study is about HE leaders and how they perceive EI in leadership, it may be worth to discuss some of the types of leadership prevalent in HE context with respect to leader-follower relations. I thus focus on the following three types of leadership, which seem to be prevalent in HE:

### *i. Distributed Leadership*

Zepke's (2007) study examines distributive leadership practice in HE context and its effectiveness in preserving collegial cultures using a critically reflexive process of its senior management. According to Harris & Spillane (2008, p. 31), distributed leadership "recognizes that there are multiple leaders and that leadership activities are shared within and between organisations". Though interpretations of the term may vary among authors, but in its practical sense, the chief concern is 'how' leadership is distributed, by whom and with what effect it can bring about improvement to the organisation as a result of this. One of the main reasons for its popularity in the recent academic world is that leadership need to be focused upon by teams rather than individuals so as to build a more cohesive and harmonious culture, i.e. replacing the 'heroic' leader. This type of leadership may seem to be more appreciated and more accepting and therefore suited to, in contrast to an autocratic leadership in HE.

Due to the complex organizational structure and the changes that affect HE, adding more pressure to leaders, a distributed form of leadership may seem to meet such challenges and new demands faced by leaders (Woods, 2004, pp. 22-23). This can help to share ideas and insights among leaders and followers and to work more collaboratively to achieve their common goals. There is increasing research evidence to show that a distributed perspective of leadership makes a positive difference to organisational outcomes (Harris, 2004; Harris & Spillane, 2008; Kets de Vries, 2004; Woods, 2004). Such a perspective offers the real possibility of looking at leadership through a new lens that challenges the tacit understanding between leader-follower relations, and suggests that followers may actually be key ingredient in defining leadership through their interactions with leaders.



## ii. *Charismatic Leadership*

Walter and Bruch's (2008) study demonstrates how charismatic leadership has close links to the positive collective affect in groups and helps to strengthen organisational functioning. Their study suggests that positive affect is driven by mechanisms of affective sharing between group members and call it as 'spiral relationships', in turn affecting the quality of their interpersonal relationships in a dynamic process within the workplace. Their (ibid.) study shows that charismatic type of leadership is important for complex organisations such as HE where hierarchical relationships exists. Popper's study (2000) on the other hand, speaks from an intra-perspective angle and shows that charismatic leaders are intrinsically motivated since they have the characteristics of being naturally warm, empathic, and personalized people, which relates to Bowlby's (1969) *attachment theory* as a theoretical basis for determining an individual's potential to be in a leadership position.

Interestingly, a recent study by Forminaya (2007) discusses the role of humour, played in charismatic leadership and its use in projection as an alternative identity, which involves generating a sense of internal cohesion within an organisation. Her study analyses the different ways in which humour is used as an alternative identity to deal with the various organisational processes such as to defuse tensions, resolve psychological conflicts, and to be able to integrate marginal group members, and sustain groups over time. By analyzing humour, her study analyses leadership and work outcomes, as they are associated with social identification processes. Her (ibid.) study highlights the interconnectedness between humour and charismatic leadership.

### iii. *Transformational Leadership*

From the leadership literature (Yukl, 1989; Yukl & Van Fleet, 1994), transformational leadership shows some resemblance to EI in relation to leaders being able to influence and therefore to motivate and inspire followers (emotionally) to achieve their potential and organisational goals and its rising popularity in HE context. Additionally, Askanasy et al.'s (2002, p. 326) study points out that “leaders need to have clear emotional self-awareness” and be able to engage in transformational leadership. In other words, for a leader to be able to influence his follower, s/he would need to have certain qualities of EI especially self-awareness, and this supports Goleman's (1996) view about self-awareness as being one of the main components of EI (see page 15).

Heck and Hallinger's (1999, 2005) studies propose a combination of transformational and distributed (shared) leadership especially suited to complex situations where staff take ownership. Thus this combination of leadership may be particularly effective in a HE context and help to contribute in solving problems related to empowerment and collaboration issues discussed on page 22. While other studies propose a combination of transformational leadership and charismatic leadership (Hunt, 1999) to be effective when dealing with conflicting situations, and to interact with others in complex organisations. Hence, from the above discussion which seem to show the popularity of the above three types of leadership that seem to be present in HE, though there may be other types of leadership present. These three types of leadership seem to revolve around the common theme of knowing oneself firstly, i.e. self-awareness and having self-reflective skills in order to be able to conduct as a good leader to others. A psychoanalytic perspective may seem suitable as a framework for

this study as it may serve to illuminate leaders' behaviour through their actions, and perhaps help to identify leaders' preferred type (or a combination of types) of leadership in the university.

## **2.4 Challenging Issues Facing Leaders in Higher Education**

This section discusses some of the challenging issues facing leaders in HE, which includes the intra-organisational issues as well as the intra-psychic issues stemming from the anxieties and tensions of leaders, which further impact their role as leaders, which in turn can affect the emotional life of the organisation. Though these issues are mostly based on an educational context, some of these perspectives are seen from a non-educational perspective in order to provide a better understanding and application of these issues to an educational context. The various issues are presented below to show the purpose and relevance of the key question of study:

### **2.4.1 Intra-Organisational Issues**

Leaders in HE today face many challenging issues such as empowerment, collaboration, diversity, globalisation, social change, role ambiguities, gender, ethics, and spirituality (Hartle et al., 2001; LFHE, 2008c; Kezar, 2000; Kezar et al., 2006, Rich, 2006; Scott, 2004). Empowerment, for instance in HE has raised debates concerning who is empowered to be leaders, the role of leaders in empowering others to be part of the leadership process and how it is linked to followers' beliefs of oppression (Kezar et al., 2006, pp. 140-141). This suggests that leaders may have a sense of insecurity in empowering others and how that can change the work environment. This then raises the question of what actually inhibits leaders to empower others

and how they can empower their staff to provide a better work environment, otherwise, they will not feel involved in school issues. Therefore barriers that prevent their involvement need to be addressed.

Similarly, Kezar et al.'s (2006) study highlights the barriers to collaboration such as disagreements about who should be part of the decision-making process, conflicting agendas, and who finally decides (*ibid.*, pp. 144-146), hence such conflicting agendas may need to be addressed. One particular study (Kekale, 2001) shows the link between collaboration and the different disciplinary background and due to the different departmental leadership cultures, collaboration and leadership may be difficult in many universities.

Moreover, the quasi-autonomous state of most UK higher education institutions (HEIs) today face the problem of struggling to meet the political, social and economic demands, which add further pressure to educational leaders (Watson, 2003). In trying to mediate between the external pressures and the internal demands of the organization, leaders face the problem of role ambiguity under such conflicting situations.

Globalisation and technology, coupled with diversity seem to be another core leadership issue in HE (Magrath, 2000; Riemer & Jansen, 2003). One particular study (Brown, 2004) emphasizes that leaders require certain emotional abilities and skills to communicate, especially with different cultural groups. His (*ibid.*) study implicitly points out the elements of EI crucial for interpersonal communication in such a context. The fact that interpersonal relationships between



leaders and others depend on communication (ibid., pp. 23-25) shows that communication skill is a core aspect of leadership especially in cultural diversity (Argyle, 2003).

Diversity will not disappear especially in an emergent global environment like UK, therefore a call for a better understanding of societal and ethnic cultures require leaders in HE to develop insights and theories that can inform their leadership practice towards promoting a better work culture (Riemer & Jansen, 2003, p.373). However, some recent studies (Bown, 2006; Kezar, 2000; Rogers, 2006; Watson, 2003) show that universities had not been very responsive to diversity issues raised by the diverse growing communities in UK, and with the growing expansion in HE, which increases the internal population in terms of gender, age and ethnicity, therefore poses as a leadership issue.

Dimmock and Walker (2005, pp.195-197) point out that UK universities are ethnocentric and therefore it may be difficult to change its institutional practices (Bown, 2006; Riemer & Jansen, 2003, p. 374; Young, 2004) compared to other countries, for example USA. With such inherent problems existing within UK HE, it becomes even more crucial for leaders in HE to have a better understanding of inclusion and diversity issues, which can help bridge the cultural gap and enhance workplace relationships among the different cultural groups. However, as yet, there seem to be not much research done in this area.

Recent studies (Walter & Bruch, 2008; Zepke, 2007) show close links between collegial models in HE and integrated performance management system (iPM), a far more efficient approach compared to the conventional performance management (PM) approach (Hartle et al., 2001),

which requires constant effort and motivation by leaders to achieve their goals, in turn providing an impetus to further develop the organisational process within the organisation, and this is an important leadership issue. This is also a likely reason for leadership to shift towards an affective domain and work behaviour rather than the formal aspects of PM.

There seem to be no fixed definition for PM as the cultural and structural factors varies considerably within and between organizations (Hartle et al., 2001, p. 302) and especially in larger organisations with deeper structures. However, it is an important concept as it includes searching for strategies that improves organisational productivity and profitability (Walter & Bruch, 2008) and is therefore used as one of the most popular techniques of human resource management development in HE. According to Hartle et al. (2001), PM does not provide ready-made solutions to organizational problems, however it does serve to raise awareness of the issues and pressures involved thus providing options, which provides a basis for moving forward to achieve organisational objectives.

Other studies (Kezar et al., 2006; Ramsden, 1998; Young, 2004) show the links between collegiality and gender in HE and particularly, some studies (Brown, 2004; Bown, 2006; Coldflesh, 2000; Fennell, 2001) show that the perceptions of leaders in HE differ in relation to gender. Young's (2004) study demonstrates that women's leadership style is more supportive to collegial models than men. Nonetheless, this area has potential growth for further research before we can draw any conclusion.

Hall's (1998, p.145) study states that "It is not enough for leaders to have the vision, sell it and then move on, leaving others to translate it into action" and points out that in order to meet organisational objectives, leaders need to work hand in hand with members of staff and be supportive. She says that therefore, a lack of leadership qualities is clearly one reason why there is no basis for moving forward. However, in many cases this is linked to the political will of leaders, i.e. whether they are willing to put in effort and this very much relates to EI.

Due to the complex nature and deeper structures present in HE, there is the possibility of conflicts arising between organisational members, and if not resolved leads to organisational dysfunctioning. These conflicts can be resolved at times through collegial models by open discussions or agreements among members if they have a participative work approach, however, the greatest weakness of the collegial model is on the attitudes of staff (Walter & Bruch, 2008, pp. 242-244). In other cases, the concept of collegial model may not work efficiently if staff tend to prefer autocratic type of leadership, even though the leader may implement the notion of collegiality in the school.

Each and every organisation works differently, and this is to do with the culture of the organisation, inherent in their beliefs, values and attitudes of the organisation. Recent research show the shift in leadership towards a participative group approach, where objectives set by leaders tend to be achieved if they are directly related to staffs' aspirations and priorities concerned with their school or institution. Working together as a group is important to bring about efficiency and effectiveness and leaders play a crucial role in ensuring that their groups play their part effectively and work together as a group. According to the word-reference

dictionary, effectiveness is defined as the “ability to achieve stated goals or objectives, judged in terms of both output and impact”.

Though group members, in the conventional sense, interact with one another with an aim to meet objectives, but in most cases, they may not be able to ‘gel’ with one another, perhaps due to personality clashes and hence not able to achieve optimum utilisation of resources. Some studies (Belbin, 1981; Higgs, 2003, p. 279; Sosik & Megerian, 1999) suggest that, if leaders are aware of their group members’ personality and know who may be suited to do a particular type of work, it would then allow them to utilize their resources more efficiently towards achieving a common goal.

In particular, Henry and Stevens’s (1997) empirical study demonstrate team effectiveness using Belbin’s (1981) nine-team role topology in the context of HE. Their study demonstrates how the mix of personal characteristics, rather different team role of members of a team is a major determinant of the team’s success. Belbin regards team roles as cluster of characteristics and in this sense says that personality types cannot be equated with team roles, nonetheless it shows that the mixture of characteristics among members can be used to work on things that they are best at, to achieve their common goal. Their study shows that if a leader is able to recognize this and create this synergy, i.e. the impact of the whole is greater than the sum of its parts among his group, it can enhance organisational functioning and productivity (Armstrong, 1995, p.140). But again, this is a difficult task for the leader as he has to firstly be able to interact with the staff in order to understand them, and for some leaders, this method may not be feasible or preferred



method of work, partly because of the hierarchical structure and there might be just too many organisational variables to consider to employ such a method.

Academics as being independent thinkers and at times may be difficult to work as a group, and is a common problem faced by most leaders in HE (Gmelch & Burns, 1993; Kekale, 2005; Sotirakou, 2004). Apart from having different personalities that may create conflicts among others, there may be several reasons for it, for example, to do with the hierarchical structure, external pressures, role-conflicts and many more. Nonetheless, leaders who possess certain leadership styles, and despite the above, including its intensity and variation may be able to resolve workplace issues by inspiring their group members into working together. However, for some leaders it might be a difficult task and as discussed above, it would depend on several factors such as the context, the nature of group members or even the nature of the situation.

#### **2.4.2 Intra-Psychic Issues**

##### **Emotions in Organisation**

Further to the above discussion, I look at some of the intra-psychic factors of a leader that may seem to be potentially harmful and as such the impact it may have on an organisational level. Strong emotions such as anxiety and fear can cause suffering and pain at the personal level, which in turn disrupt and affect productivity thereby causing more stress at the organisational level. Moreover, other symptoms of stress manifest itself in a leader, for instance, insecurity, envy and greed, which can lead to an inability to concentrate on long-term plans or objectives. However, it is beyond the scope of this thesis to analyse the nature of the different types and intensity of emotions and the effects it may have on individuals and the organisation. However, it

is important to highlight the undesirable effects of emotions that may affect leaders physiologically, psychologically and behaviourally, and the effects it may have on the emotional life of the organisation. These show elements of psychoanalysis, and as mentioned in the previous chapter sets the base for conducting my present study from this perspective.

In a leadership position of authority and power, there is a tendency to encounter oppositions, and at times this opposition will require a confrontation to be made by the leader (Fineman, 2003, p. 78-79; Smith & Peterson, 1988, pp. 143-145). In his inspiring sequel on understanding emotions and human behaviour, Goleman (1998, p. ix) started with a quote from Aristotle in his book:

Anyone can become angry - that is easy, but to be angry with the right person at the right time, and for the right purpose and in the right way – now that is not easy

The above quote is interesting and makes us to wonder the way human minds work and how we display our emotions according to our situations. As human being, we get angry at times, and some act on their immediate feelings, but an emotionally matured person quickly recognizes his/her reactions and evaluates whether it is appropriate to the situation or not. It is all about finding the right balance between the present, i.e. now and then, and taking a step back to reflect and evaluating the situation. It is also about upbringing and also about looking at life from different perspectives (Kets de Vries, 2004; Rao, 2006) that ties to that matured thinking and capacity to react accordingly.

Anxiety, anger and stress are probably the most important but unpleasant feelings that follow a heavy pounding of the heart and sweating palms, and all other bodily tensions that such emotions are capable of producing in a human body, in response to perceived danger and is discussed in

the Discussion Chapter on page 156. In this sense, HE may not be different to other large organisations, and it is evidence from literature (Beatty, 2000; Bown, 2006; Domagalski, 1999; Fineman, 2003; Kezar et al., 2006; Watson, 2002) that the HE sector recently has recently been undergoing massive changes (see page 2), which may add stress and anxiety on the part of leaders to be excellent and globally competitive.

Negative outcomes of emotions may include low self-esteem, job dissatisfaction and demotivation of an individual as well as health related factors such as high blood and cholesterol levels, depression, ulcers and heart disease (Kets de Vries, 2004). If left unresolved over a period of time, it can cause detrimental effects to the organisational as a whole (De Board, 1978, pp. 114-116). From a clinical perspective (Kets de Vries, 2006; Rao, 2006), depression, anger and anxiety are the most common stress-related complaints of those in authority positions presented to general practitioners and the chronic stages of these emotional states can cause greater health risk, as chain smoking.

For some members of staff, work is more than a way to earn money. It provides them with a sense of belonging, a place for social contact, a purpose and meaning in life, which can help to build their self-esteem. As long as work is managed safely and effectively, it is good for one's health and well-being.

### **2.4.3 Conscious and Unconscious Processes in Organisations**

It may be the case in organisations that things are seen from a surface level where what one sees and knows is what matters - conscious processes as opposed to seeing the deep structure, and

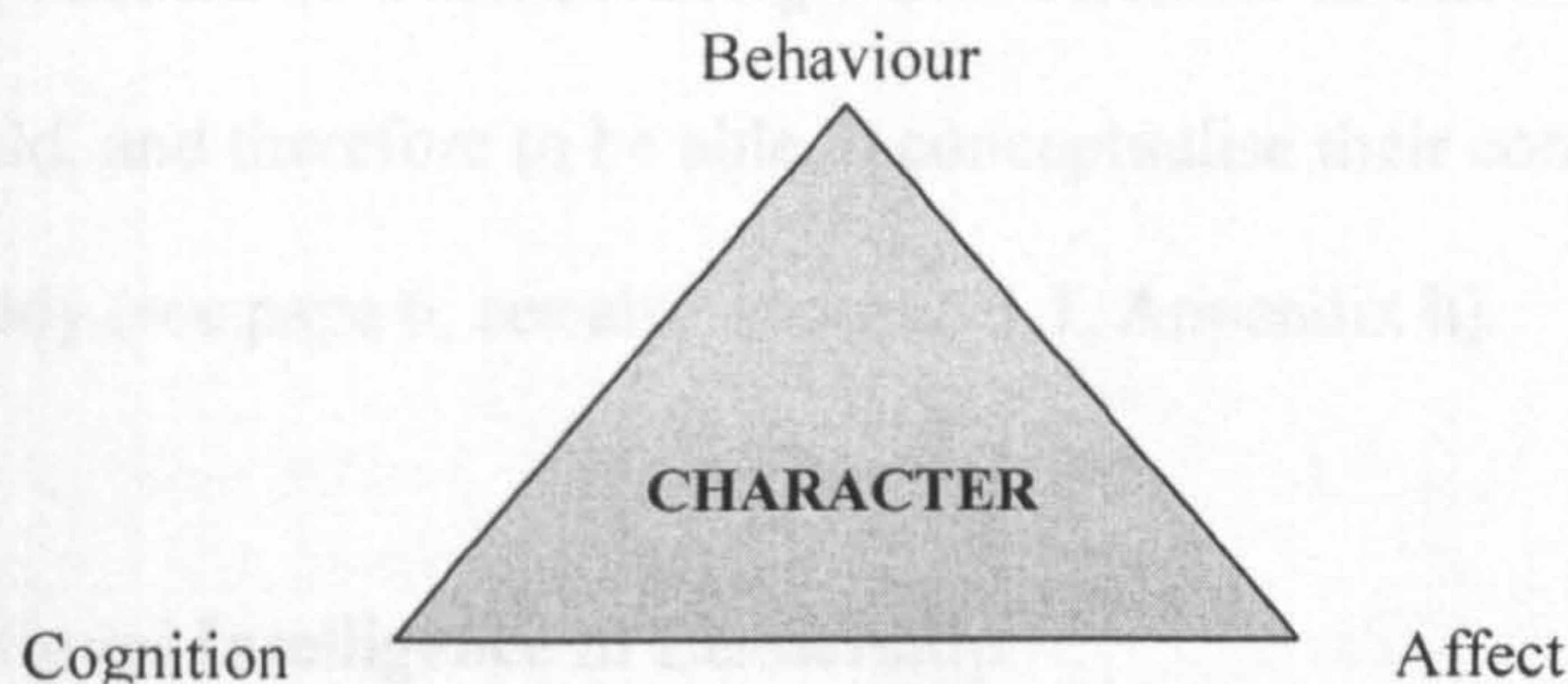
usually ignored, which often tend to be the root cause of problems in organisations. The deep structure relates to what may be the unconscious processes such as individual motivation, individual-group processes, interpersonal relationships, change, and development. Unconscious processes may have a significant impact on the *life* of any organisation. Kets de Vries (2004, p. 185) states that “organisations as systems have their own life – a life, which is not only conscious but also ‘unconscious’”. The contents of the unconsciousness mind may be unpleasant or unacceptable such as feelings of pain, anxiety and conflict, and they may influence one’s behaviour and experience even though the individual may not be aware of these underlying influences (Ganesh, 2008). In HE especially, leaders tend to carry burdens of immense responsibility and such situations may last for some time with no easy solution.

By understanding the complex nature of humankind will allow a more realistic assessment of such complex situations in the workplace. For example, when an organisation is faced with a situation of dysfunctional leadership, it leads to other interpersonal conflicts and disturbing phenomena (Fineman, 2003, p. 13), and even if solutions are sought, these solutions are often temporary because the root cause of these problem are often not eradicated, and therefore can recur at some later point, perhaps in a different form or even worse at a more serious level compared to before.

Studies of organisational behaviour point to the root cause of behaviours that tend to lead to organisational dysfunction (Amabile et al., 2004; Caruso & Wolfe, 2001; De Board, 1978; Fineman, 2003; Forgas, 2001; George, 2000; Gmelch & Burns, 1993; Kets de Vries, 2004). From a clinical perspective, Kets de Vries (2004, p. 186) highlights that “our unique mixture of



motivational needs determines our character and contributes to the triangle of our mental life”. In other words, it shows how our character is determined by a combination of cognition and affect, which actually governs human behaviour (see Figure 1 below). Individuals are often subjected to fantasies, contradictory wishes, defense behaviours and anxieties, some of which are believed to be conscious and others as beyond consciousness. This reality of *unconscious* phenomena that exists in individuals cannot be denied but need to be studied more deeply in order to add to a better, and most importantly to a happy working life for individuals.



**Figure 1: A diagrammatic representation of character consisting of cognition, affect and behaviour (Kets de Vries, 2004, p. 186).**

From the discussion above and as seen from an intra-organisational level as well as from an intra-psychic level of an individual, it therefore appears that conscious and unconscious processes contribute to the social processes, which in turn impacts on the emotional life of the whole organisation. Such complex situations can bring about a rise to the risk of stress to staff, and the organisation has a moral and legal duty to eliminate and control the risk, so far as it is reasonably practicable. Fineman (2003, p. 137) adds that work stress in UK has become a cause for litigation for staff, and that this stress 'label' as being freely attached to just about any personal complaint. Therefore, it is essential that leaders act as good support system for staff,



especially to those who may face unpleasant situations, to show their concern, thoughts and feelings to others when they need it.

It is therefore, relevant to understand how leaders perceive 'EI as a leadership quality' in their workplace, and the meanings they attach to EI from their lived experience as a leader. Thus, the best way to find out from leaders' perception about this phenomenon is to talk to leaders themselves, and to find out the meanings they attach to EI. If there might be covert meanings for actions in addition to overt meanings, it is essential to know in order to comprehend leaders' social world, and therefore to be able to conceptualise their conduct. This raises the key question for this study (see page 6, see also question 3.1, Appendix h).

## **2.5 Emotional Intelligence in Leadership**

Through the various literatures, it appears that leaders with certain qualities of EI, in the way they conduct themselves, make a difference to others in the workplace. In its simplest sense, an emotionally intelligent leader is able to handle the emotional response states (positive and negative) of self and others to help build better working relationships.

In the UK, the concept of EI is closely related to the building of self-esteem in all areas. Schutte et al.'s (2002) inspiring study argues that it is hard to feel good about oneself if they don't know about themselves as they will not be able to recognise and manage their own emotions, and important especially in hierarchical structures. As such, they will not be able to contain their feelings and emotions. As described in the previous chapter (see page 5), emotions seem to be a core issue in dealing with conflicting situations in organisational processes. It is therefore crucial

for leaders to be aware of how others in the workplace are emotionally affected and know how they respond to situations. Their (ibid., p. 781) study also shows the importance of body language and how it relates to others' feelings and emotional states and displaying EI encourages a sense of connection with others.

Rendon's (2000, pp. 3-6) study offers a similar view about leaders in HE by saying that leadership is a relationship-centered process since leaders work with people, and therefore it is only humane to connect the intellect with the heart. She adds that without engaging one's heart, a leader will not be able to deal with the emotional part of the issue, but only to the academic analysis of the issue, and therefore the leader will not be able to understand the real effect the issue had on other's lives (Lim & Mau, 1998). Rendon's study emphasizes on self-reflection, self-awareness and self-orientation of leaders (LFHE, 2008b), all of which are key components of EI.

Many studies (Ashkanasy et al., 2002; Bar-On, 1997; Beatty, 2000; Domagalski, 1999; Fineman, 2003; George, 2000; Goleman, 1996; Mayer & Salvoy, 1997; Mayer et al., 2000; Rao, 2006; Slaski & Cartwright, 2003; Smith & Hughey, 2006) show EI as being crucially important to workplace success. On the other hand, other studies (Kellett et al., 2006; George, 2000; Sosik & Megerian, 1999) show that EI to be a key determinant of effective leadership.

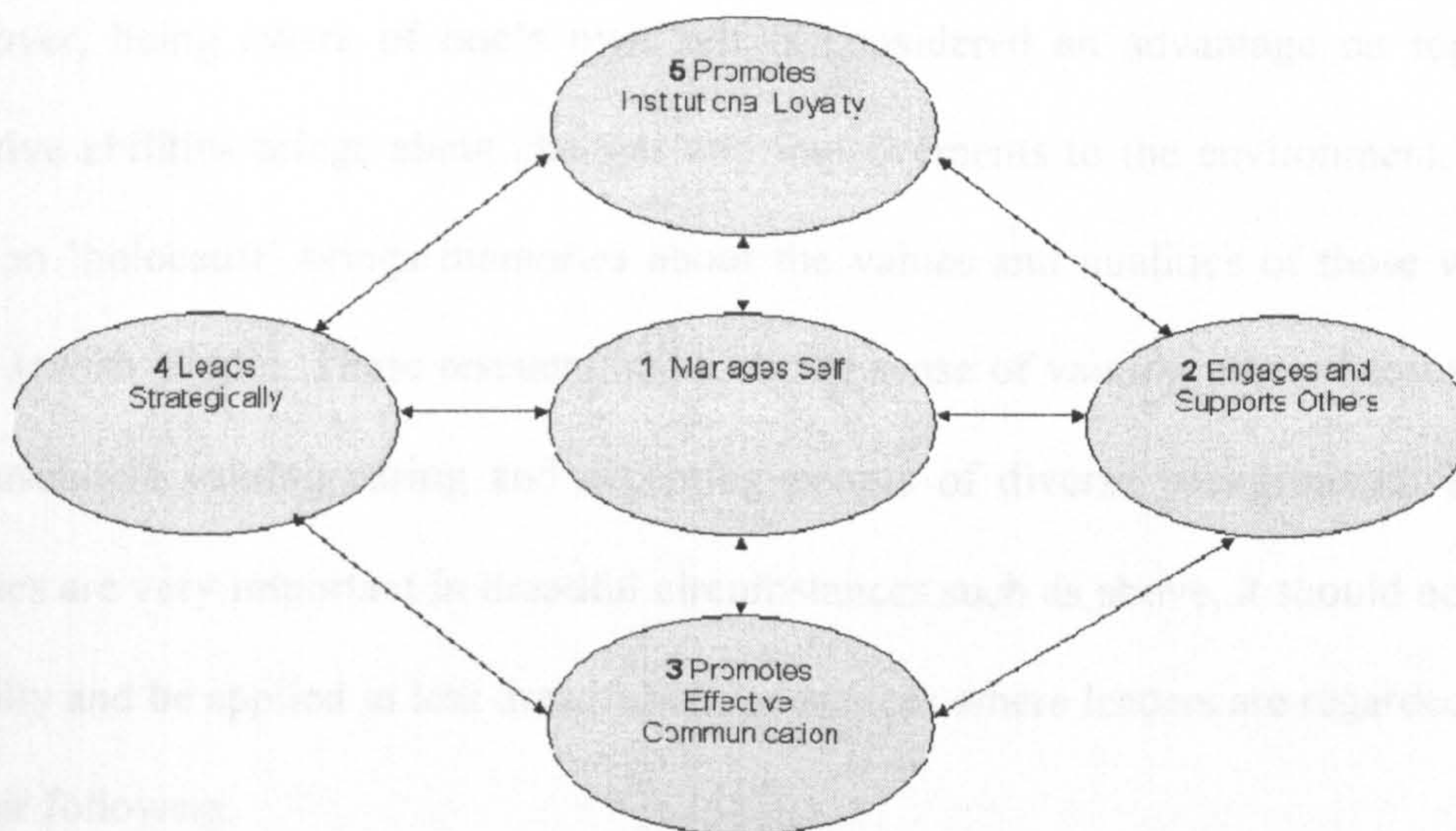
From a clinical perspective, Rao's study (2006) demonstrates EI to be the *sine quo non* of leadership. Furthermore, Bar-On (2001, pp. 82-91) states that if one is socially and emotionally effective, s/he can actualize one's potential to the fullest (Macaleer & Shannon, 2002, p. 9),

which strongly correlates to Maslow's theory of self-actualisation, that states that the basic physiological needs have to be met before attaining self-actualisation.

Leaders provide a vital backbone to the decision-making process, so it is important that they know how to display EI qualities in decision-making though this may not always be that easy. HE today is seen moving away from the traditional disciplinary, hierarchical university-based system to a more applied, problem-centred, and network-embedded system. This means that leaders play a crucial part in building relationships with key people and to be able to provide support for others in the workplace (Wolverton et al., 1999, pp. 82-84). Smith and Hughey's (2006, p. 157) study points out that "the difference between excellence, mediocrity, or even survival and extinction, is often a direct reflection of the leadership within an organisation".

Many authors support the view that there is a close relationship between the use of reflection and emotions since having the ability to reflect implies having meta-cognitive abilities. According to HEA (2005, p. 3), reflection "is largely based on the reprocessing of knowledge, understanding and possibly emotions that we already possess" and therefore they consider it as a crucial aspect of leadership. In a recent speech about leadership to the UK HE sector, Wooldridge (2008) highlighted "the most important thing in leadership often is simply having an awareness of yourself and your impact on others" and added the importance of having reflective skills for a leader. He referred to Kenzie and Woodfield's (2006) model of leadership processes (see Figure 2 below) that points out the heart of leadership is all about managing self and how that takes care of other aspects of leadership.





**Figure 2: Leadership processes (LFHE, 2008b), model from Kennie and Woodfield (2006)**

According to HEA (2005, p. 3), reflection “is largely based on the reprocessing of knowledge, understanding and possibly emotions that we already possess”. Many authors support the view that there is a close relationship between the use of reflection and emotions/feelings in an academic context (Personal Development Planner (PDP), 2006). Since the ability to reflect implies having meta-cognition abilities, hence its strong association that affects one’s behaviour. Self-awareness exhibits knowledge of how one’s values, attitudes, beliefs, emotions and past experiences tend to affect one’s thinking, behavior and relationships. It is a self-reflective process required in leadership, i.e. it is a self-reflection of our own personality. By knowing oneself helps to create a healthy emotional work environment that leads to higher trust, greater loyalty, and more commitment (Flowers, 2000, p. 432) among those around them. This quality is essential in a leader to be able to get the support from staff and to work as a group (see sub-question 3.7, Appendix h).



Moreover, being aware of one's own self is considered an advantage on top of possessing cognitive abilities brings about changes and improvements to the environment. Bauer's (2000) book on 'holocaust' brings memories about the values and qualities of those who rescued the many Jewish people. These rescuers had a strong sense of valuing others because they grew up in households valuing caring and accepting people of diverse backgrounds. Though humane qualities are very important in dreadful circumstances such as above, it should nonetheless occur naturally and be applied in less dreadful circumstances where leaders are regarded as role models by their followers.

According to Smith and Hughey (2006), a complex organisation such as HE needs predictability, creativity and control, and this means that it has the tendency towards stress, conflicts, and emotionally charged debates in the workplace. It requires leaders who are able to resolve such psychological conflicts and defuse tensions in the workplace (see Distributed leadership and Charismatic leadership in HE, pages 19-20). Such leaders can have a profound impact on the socio-emotional well-being of the workplace (Beatty, 2000; Domagalski, 1999; George, 2000; Goleman, 1998; Schutte et. al., 2002). Some studies (Davies et al., 2001, p. 1027; Gmelch & Burns, 1993; Wolverton et al., 1999, pp. 84-86) point out that stress in organisations is the result of underdeveloped EI such as lack of self-awareness and self-reflection. Therefore, the above studies argue that leaders require skills and qualities above cognitive intelligence to be better leaders.

Unlike most theories and research, which focus on management practices and strategies, little work has been conducted to identify the root cause of behaviours in the workplace (Zhou &



George, 2003, p. 549). One particular study (Osseo-Asare et al., 2005, pp.155-156) identifies three root causes of weak leadership to be weak interpersonal communications, weak empowerment and weak staff support. Their study points out that the perception of leaders is a root factor in determining the quality of relationships. Interestingly, Humphrey's (2002, pp. 499-501) article offers a similar view that shows how leaders' emotional displays influence the way followers perceive leaders. His article highlights emotional displays of leaders as more important than the content of the message delivered to followers. By observing leaders' facial expressions and body language, followers may be able to make attributions about leaders' sincerity, at least in some circumstances. However, he adds that the state affect or mood of leaders and followers as well as the affect/liking for his/her leader may also have an impact on the attribution process (ibid., p. 501). Nonetheless, his article points out that the emotional displays of leaders to be a key aspect of leadership.

Traditionally, HE is governed on a collegial basis, focusing on developing knowledge (Davies et al., 2001), however, this trend is now changing to be more business-like (Osseo-Asare et al., 2005) and focusing on the importance of interpersonal skills on leaders in HE. For example, the National Mentoring Scheme organized by the Leadership Foundation for Higher Education (LFHE) and the Council for Industry and Higher Education (CIHE) conducts programmes exclusively for leaders on self-awareness, personality development and group cohesion through leaders' own critical reflection demonstrates the importance of emotional aspect in programmes relevant for leaders in HE (HEA, 2005; Dewey, 1916; Wooldridge, 2008). By being driven by such moral and personal values through such programmes, leaders may create a direction for others to follow. Goleman (1996) says that intelligence coupled with good personality to lead

followers is important because intelligence alone cannot make someone great, and implies that personality of leaders tend to impact their role as leaders.

Recent leadership is perceived to be of a mix of behaviour, cognitive and social skills, that requires pro-active steps by the leader which goes beyond self-directed learning towards more deeper-level aspects of leadership for long-term development (Lord & Hall, 2005). Heck and Hallinger's study (2005, p. 229) clearly highlights that the trend of leadership today is moving towards a more humanistic and moral endeavour compared to a scientific one implies that leadership relies on the quality of relationships in the workplace and resembles transformational leadership.

George's (2000, pp. 1033-1035) study shows how emotions are intertwined with traits and stimulates the cognitive processes and decision-making highlighting the relevance of both emotions and traits for leadership effectiveness (see sub-questions 3.5a & 3.5b). He (ibid., p.1046) points out that since leadership itself is an *emotional-laden process*, EI is relevant to leadership where traits are subsumed (Humphrey, 2002, pp. 494-496; Van-der Zee et al., 2002, p.104; Yukl, 1989). Similarly, Beatty (2000) states that in the first place, one must have the (emotional) motivational drive to be personally involved and her study shows how a competent leader adhere to his actions despite obstacles or discouragement in order to attain one's goals and desired outcomes, similar to altruistic personality. For example, an organisation faced with unpleasant feelings and emotions, a leader's optimism and show of appreciation and praise is a powerful motivator for staff to be creative in work (Amabile et al., 2004) and relates to Maslow's

theory of motivation in terms of what motivates an individual to seek certain position reaching towards self-actualization (Maslow, 1970).

According to Salovey and Mayer (1990), one of the central characteristics of EI is to show empathy (Mayer et al., 2000; Wolff et al., 2002). Salovey and Mayer (1990, p. 268) refer to empathy as “the ability to comprehend another’s feelings and to re-experience them oneself“, which indicates emotional labour, underpinning Hochschild’s (1983, pp. 2-4) interactional model. Though different authors refer to empathy as “emotional work”, “emotional labour”, and “agreeableness”, they nonetheless consider it as a core trait of leaders (Beatty, 2000; Humphrey, 2002; Kellett et al., 2002; 2006; Reave, 2005).

Kellett et al.’s (2002) study, on the one hand, found that displaying empathy to be one of the ‘two routes to leadership’ and a very good predictor of leadership emergence (Mayer et al., 2000; Wolff et al., 2002, pp. 510-514). Wolff et al.’s quantitative study demonstrates empathy as an important trait that enables both, task-oriented and relationship-oriented skills and reveals displaying the appropriate leadership behavior. Furthermore, in their (ibid., p. 518) study, empathy strongly correlates to supporting and developing others and group task coordination shows its inter-connectedness as a basis for group work, which creates a sense of inclusion, respect and support among members. Beatty’s (2000) multi-perspective study of leaders’ view about emotions relates to various theories, particularly leader empathy and shows the mutual emotional support from followers, which creates creativity and leads to improved organisational performance in the form of a chain reaction (Reave, 2005). Clearly, this indicates emotional labour supported by the authors above.

From the review of the literature above, it seem to show that many studies support EI as being crucial for leadership, however, critiques of EI and leadership literature argue that EI is more of a myth than a science and lacks theoretical and empirical grounding and therefore claim that there is not sufficient evidence to make substantial claims to its validity (Ciarrochi et al., 2000; Davies et al., 1998; Landy, 2005; Zeidner et al., 2001). Zeidner et al. (2001, p. 274) add that it is not appropriate to use EI for clinical, occupational or educational decision-making purposes and argue that emotional responses should be ignored in order for leadership to be as rational as possible.

## **2. 6 Critique of the Psychoanalytic Theory**

The psychoanalytic perspective helps to describe how individual's unconscious emotional processes may influence organisational processes and thus the interpersonal relations within the organisation. However, there are various sources (Frosh, 1997; Masson, 1990) that claim that psychoanalysis has been a source of controversy such as for its lack of scientific proof, its politics, therapeutic effectiveness, and its overemphasis of sexual theories, which tend to be gender biased. One of the most common criticisms of psychoanalysis especially seen from a classical perspective of psychoanalysis is its inapplicability to the study of organisational problems where women are concerned (Birksted-Breen, 2005; Frosh, 2006, (see also Implications of Study - Gender, page 195). Two obvious reasons for this are that firstly, the fact that Freud was a male and secondly, women were not considered equals in Victorian England. For these reasons, psychoanalytic theories using Freudian perspective are not placed well in explaining from a female perspective (Birksted-Breen, 2005).



Another criticism of psychoanalysis is the element of suggestibility because it is taken from a preconceived set of theories (Bateman & Holmes, 1995; Budd & Rusbridger, 2005; Frosh, 2006; Masson, 1990), and that psychoanalysis may not be regarded worth as a scientific stature since it makes inferences about its unconscious processes. As such, according to Frosh (2006) and Masson (1990), psychoanalysis is thus not so valid to make firm conclusions (Frosh, 2006; Masson, 1990). Also, whether it is seen from a psychotherapeutic profession or from its literary works, psychoanalysis is considered to be a method of interpreting the unconscious and making inferences about its nature through visible clues to what is invisible.

The phenomena of consciousness are essential to the understanding of human behaviour, groups and its environment (Kets de Vries, 2004; Masson, 1990). However, from a psychoanalytic perspective, the possibility of understanding the effects of behaviour on feelings and forces may not be directly available to the individual consciousness, and therefore an error in one may have an impact on the other.

Psychoanalysis may be a useful framework in studying leadership and group behaviour (see Theoretical Perspective, page 51), however, it may limit the levels of analysis to a micro-level with implications for interventions focusing on leaders, and leadership development programmes, which can lack the macro-level analysis of groups and organizations (Neumann & Hirschhorn, 1999, p. 686). Seen from the above, some of the key texts pertaining to the psychoanalytic theory are pre-conceived set of theories, unconscious processes and gender-focussed.



## 2.7 Conclusion

Thus, it is essential to know from leaders themselves through their perception about the concept of EI and what they think about it from their experience as a leader. It is about *how* EI is important (or not important) in leadership rather than *why* it is important so as to provide greater insights, which is the current aim of the study. There was sufficient evidence to show from literature above that behaviour of people seem to be the underlying root cause of how organisations work. So, an understanding of the unconscious processes of individuals is important, but often ignored, to provide effective solutions. This relates to the previous chapter on the importance of emotions and EI and the effects it may have on others in the organisation, which seem to be the core issue in dealing with conflicting situations.

By examining such issues in organisations may largely help leaders to deal with disturbing phenomena and other complex situations occurring in the workplace. As such, an empirical study conducted through qualitative means on leaders' perception may provide clearer and meaningful insights into the hidden dynamics associated with organisational functioning (or dysfunctioning) to provide a better understanding. It thus seems to make sense that the starting point of this study is to examine "How do leaders perceive EI as a leadership quality in the university?" through their lived experience using a qualitative approach.

## **2.7 Summary**

This chapter discussed the disparity of definitions of EI and leadership used in the literature, the common theme among them and how the study intended to use the definitions.

It also discussed the challenging issues facing HE leaders as seen from an intra-organisational level as well as from an intra-psychic level and an understanding of the conscious and unconscious processes in organisations. It highlighted what seemed to be the root cause of problems that lead to dysfunctional organisations and the need for further analysis.

This chapter emphasized the understanding of unconscious processes in organisations to show the rationale for the questions to be explored in the study.

## **Chapter 3: Methodology and Conceptual Framework**

### **The Research Process**

- Epistemology
- Theoretical perspective
- Methodology
- Methods

### **3.1 Introduction**

In chapter 2, I reviewed current knowledge on emotional intelligence (EI) in leadership outlining the background against which this study has been conceived and developed.

In this chapter, I will introduce the overall structure of the study, specifying the gaps in the literature that my study aims to address and how it intends to address these gaps. Epistemological and methodological positions specifically adopted in this study will be discussed, together with the study design.

### **3.2 Relationships between Epistemology, Theoretical Perspective, Methodology and Research Methods**

Conventionally, there are two ways to approach research: qualitative and quantitative, though a combination of both qualitative and quantitative approaches, known to be as ‘mixed’ methodologies are also acknowledged (Breakwell & Ross, 2006, p. 22). Where both methodologies are used, the concern comes as how to place the findings from one methodology with that of the other, though there may be ‘vehicles’ for testing theory that yield conclusions, which are compatible with the theory (ibid., p. 23).

Whichever approach is taken, epistemological stances should be at the origin of the research process because before the start of the research process, we need to establish ‘what’ and ‘how’ the research is possible? (Crotty, 2003, pp. 8-10) so that the outcomes produced by the research are credible. Epistemology provides a philosophical grounding for deciding what kinds of knowledge, and how to achieve these kinds of knowledge by human beings (Hamlyn, 1995, p.



242; Morse, 1994, pp. 137-138). Thus, the two questions primarily asked in epistemology are “what” and “how” human beings know? Therefore, firstly, the epistemology inherent in the theoretical perspective needs to be described, therefore the methodology, which then justifies the choice and use of methods (ibid., pp 8-10).

The next section discusses the epistemological stance adopted for the study informing the theoretical perspective that lies behind the methodology. Figure 3 below shows diagrammatically the four elements of epistemology, theoretical perspective, methodology and methods informing one another in the research process.

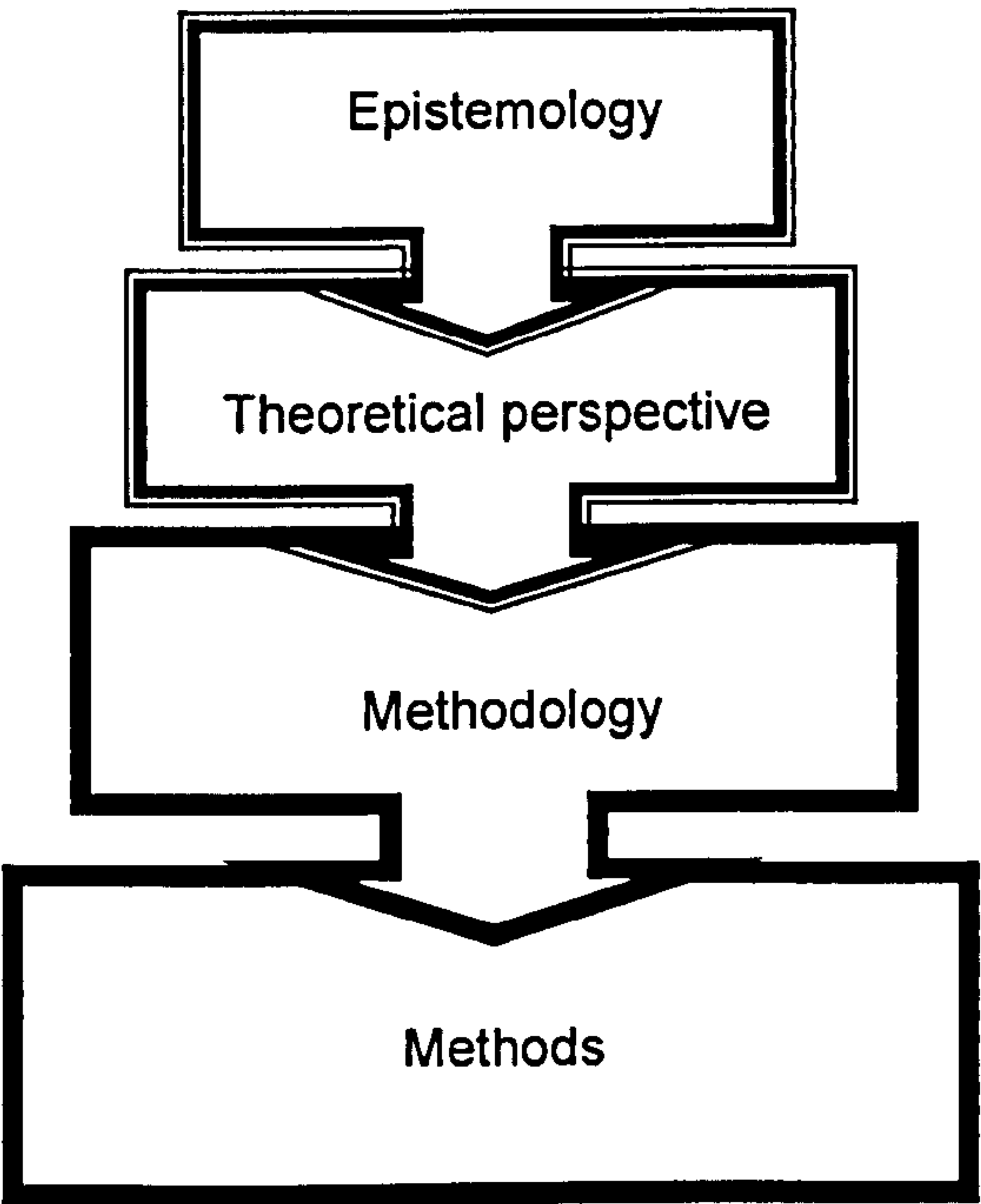


Figure 3: A diagrammatic view of the four elements of research informing one another (Crotty, 2003, p. 4)

The above four elements of the research process on page 47 are discussed in light of the specific examples, which are interwoven in the study and discussed in the following sections (see also Box 1: A diagrammatic overview of the study design, page 61).

### **3.2.1 Phenomenological Epistemology, Constructivist by Nature**

As discussed earlier on page 46 about epistemology being at the origin of any research process, thus the concern for what type of epistemology is suitable for this study arises given the nature of topic under study and the research question. Among the range of epistemologies that exist, for example objectivism, subjectivism and constructionism, and including their variants, a constructionist perspective holds the view of human knowledge that there is no objective truth waiting to be discovered (Crotty, 2003, p. 8). In other words, it takes the perspective that truth or meaning comes into existence in and out of our engagement with the real world (ibid., pp. 42-46), which is congruent to phenomenological principles (see below for fuller explanation on phenomenology). This [phenomenological] perspective is in opposition to an objectivist perspective that holds the view that meaningful reality is independent of human consciousness, and thereby to discover the objective truth.

Additionally, Crotty (2003, pp. 10-11) states “there is no meaning without a mind and the meaning is not discovered but constructed by the object” in the understanding of knowledge, so different people may construct meaning in different ways even in relation to the same phenomenon (Diamond, 1990, pp. 34-35; Smith & Eatough, 2006, p. 326, see also Theoretical Roots of Phenomenology, page 50 and Theoretical Perspective, page 51).

In this study, the interest lies in human perceptions about a particular phenomenon (See Aim of Study, page 8) and the meanings they attach to this phenomenon from their lived experience. Thus, a phenomenological form of inquiry may be most suitable for this study as it has a way of expressing individuals' needs, anxieties, and aspirations through their subjective perceptions, which may reveal their feelings and thoughts, i.e. the corner stone that affects human behaviour.

Phenomenology attempts to develop a philosophy of science based on perception (Giorgi, 1992a, 1992b, 1994; Smith, 1995, 2004; Smith & Eatough, 2006; Smith & Osborn, 2003). According to Kockelmans (1967, p. 24 cited in Moustakas, 1994, p. 26), phenomenology refers "to the science of describing what one perceives, senses and knows through one's own 'consciousness' their immediate awareness and experience" of a particular phenomenon. It is based on the philosophical belief that each person has their own unique view of the world, which is a result of their own personal lived experience (Smith & Eatough, 2006, p. 326). It aims to understand the meanings people attach to their lived experiences, which is achieved by investigating individual's perception of their "natural" world through an interactive process between the researcher and the participant. According to Morse (1994, pp. 136-145), phenomenology is divided into several schools of thought, namely:

1. Realistic phenomenology - it searches for the universal essences of human actions, motives, and selves;
2. Constitutive phenomenology - it includes transcendental phenomenological 'epoche' and 'reduction' by Edmund Husserl, i.e. it involves suspending our previous judgments and beliefs in-order to ensure an inter-subjective grounding for the world;

3. Existential phenomenology - it uses an analysis of human beings as a means to a fundamental ontology by Martin Heidegger;
4. Hermeneutic phenomenology - IPA comes under this stage. It includes the above three stages of phenomenology, the main difference being the emphasis on hermeneutics or the method of interpretation.

Phenomenology aims to understand the constructed realities of individuals, achieved by using reflective analysis of individuals' experience and meaning (Smith & Eatough, 2006, pp. 324-325), hence phenomenological research is an example of an interpretative research (ibid., p. 326). Based on the above, a phenomenological epistemology, constructionist by nature seemed to be appropriate for this interpretative study (see Figure 2, A diagrammatic overview of the study design, page 61).

#### **3.2.1.1 Theoretical Roots of Phenomenology**

From an epistemological viewpoint, interpretative phenomenological analysis (IPA) is inspired by phenomenological principles because it explores individual's personal perception of an object or event (Smith & Eatough, 2006, pp. 324-326) as opposed to an attempt to produce an objective statement of the object or an event (Crotty, 2003, pp. 45-46) (for a fuller description of IPA, see pages 56-58). IPA is therefore influenced by interpretivism because it acknowledges that between the phenomenological experience of participants and their representation stands the interpretive work of the researcher. Therefore, in IPA, participants and the researcher engage in an interactive process, where the latter acknowledges that s/he interacts with participants'



experiential accounts, interpreting and constructing them together (Diamond, 1990; Finlay, 2005; Lavery, 2003). Therefore, IPA accepts that the meanings that people attach to their lived experiences are the result of their interpretation of the world and their understanding implies considerable interpretative work of the researcher. Details of the procedural steps in using a phenomenological analysis of data are described on pages 93-97.

According to Smith et al. (1997, p. 71), the interpretive work of the researcher is necessary to bridge the gap between participants' experiential accounts and their underlying cognitions in order to understand the relationship between them. However, it may be possible that the researcher's personal interpretation can bias the research. For a detailed discussion of the reflections and limitations of the study, including its theoretical, methodological and methodical limitations of study, see Reflections and Limitations of Study Chapter, page 201.

### **3.2.2 Theoretical Perspective**

To engage in a phenomenological form of inquiry as discussed above, and to gather data via interviews (justified by the methodology and discussed on pages 55-63), there may be certain assumptions embedded in this way of proceeding, for example relating to issues of subjectivity, and communication. So, the question rises as to how to take account of these assumptions and justify them? Psychoanalytic framework is a theoretical perspective that grounds these assumptions in a most explicit way and deals directly with issues of interrelationships, and communication and is discussed below:

### 3.2.2.1 Psychoanalytic Framework

According to De Board (1978, p. 86), psychoanalysis is concerned primarily about:

Understanding human behaviour in terms of the individual psyche at the intra-personal level, has always been concerned with human relations in groups and organisations.

This perspective focuses particularly on motivational forces and sources of energy, usually present as unconscious processes within individuals, which can help to illuminate human behaviour in light of their developmental experiences over the past, and its impact at present (ibid., p. 87; Fineman, 2003, pp. 11-12; Neuman & Hirschorn, 1999, p. 685).

For any discipline, there is a philosophical tradition identified from its roots, and therefore it is necessary to contextualise the type of research. As such, the psychoanalytic perspective influences IPA as it believes that the meaning people attribute to their experiences is shaped by unconscious fears and anxieties from their early childhood experiences (Askey & Farquhar, 2006; Diamond, 1988, 1990; Gonchar, 1995; Nissim-Sabat, 1986, 1999; Phillips, 1999). This influence by psychoanalysis is in line with the phenomenological tradition, which is at the heart of interpretivism (Diamond, 1990; Finlay, 2005; Giorgi, 1992b; Meszaros, 2004; Neumann & Hirschhorn, 1999; Nuttal, 2001; Zahavi, 2003). However, though the psychoanalytic theory is in line with the phenomenological tradition, it is impossible to carry out research with a blank mind free from knowledge derived by existing theories and models.

A psychoanalytic perspective is taken to understand that the hidden dynamics usually associated with organizational processes, for example, individual motivation, leadership (functional and dysfunctional), interpersonal relationships, collusive situations, and social defenses tend to exist

in hierarchical organizations (De Board, 1978; Diamond, 1988, 1990; Finlay, 2005; Kets de Vries, 2004; Keul, 2002, p. 254; Masson, 1990; Meszaros, 2004; Neuman & Hirschorn, 1999; Nuttal, 2001; Vailiant et al., 1986; Vince, 2002; Wren, 1999). Hence, its influence on human behaviour as a result of the way they perceive the world around them.

Symbolic-interactionism may also influence IPA, in which the meanings people attach to their experiences are the result of social interactions (Crotty, 2003, pp. 52-53), however, the focus of the study is to investigate the phenomena through participants' own perspectives of their lived world. On the other hand, the systems theory describes the organisation, interaction and the interdependence between leaders and followers, and looks at organisational problems from a macro-level (Neumann & Hirschhorn, 1999, pp. 685-686) as opposed to from an individual or group level.

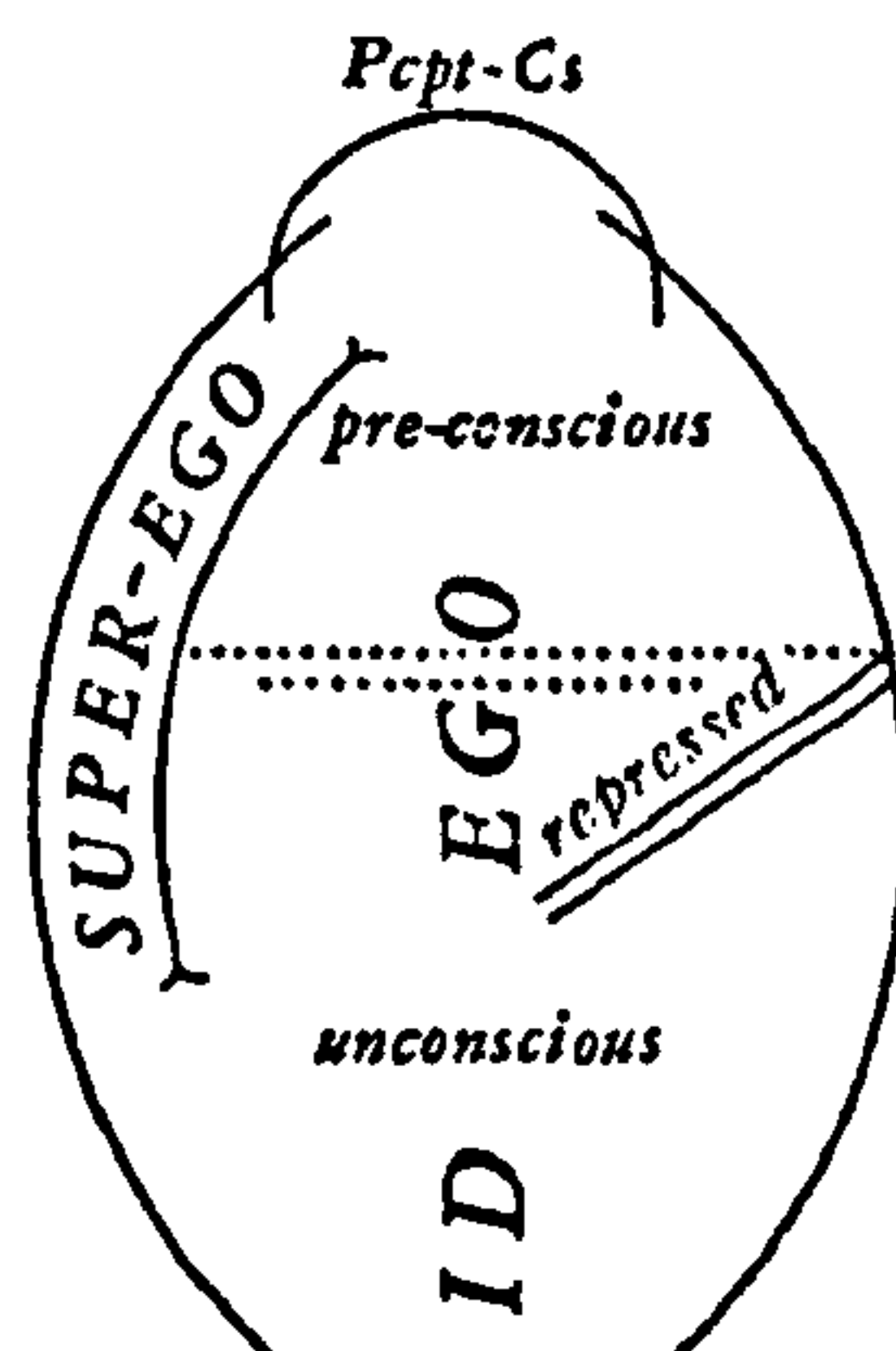
Leaders attach specific meanings to their experiences that are unique to each individual, which ultimately determine their decisions and actions in the workplace (Diamond, 1999, p. 41; Finlay, 2005). The key here is the awareness of what is meaningful to leaders on a conscious level that helps to understand the links between their lived experience and their behaviour (De Board, 1978, pp. 16-17; Kets de Vries, 2004, pp. 185; Neuman & Hirschorn, 1999), which may have an impact on the workplace. It may be that leaders, at times behave according to concealed agendas and urges that are often against the formal aims of their organisation and these may then lead to feelings of fear and vulnerability among staff in the workplace (see Intra-Psychic Issues, page 28).

From the leadership literature (George, 2000; Fineman, 2003; Macaleer & Shannon 2002; Rao, 2006; Smith & Hughey, 2006), it is evidence that the nature and role of unconscious mental phenomena of individuals affects leadership and their role as leaders and some congruence for the preferred type of leadership (see Leadership, page 16). Fineman (2003, p. 80) highlights “the ruthlessness of leaders has been associated with childhood wounds and conflicting parental relationships”. Based on the above, the study focuses on the psychoanalytic framework using a Freudian perspective to interpret leaders’ inner dynamics to achieve a better understanding of the organisational processes. The focal point is about how leaders reflect on their own personal background and experience, and how they affect their potential as a leader, which affects organisational functioning (or dysfunctioning).

Two of Freud’s distinct aspects of psychoanalysis (Bateman & Holmes, 1995, p. 17) that are particularly fascinating are the development of the human mind and the influence of the early life experiences on adult mental states. There is evidence from the leadership literature (George, 2000; Macaleer & Shannon, 2002; Rao, 2006; Smith & Hughey, 2006) that the nature and role of unconscious mental phenomena of individuals relates to leadership through leaders’ behaviour based on how they perceive the world around them and react accordingly (Opengart, 2005).

Freud (1965), in his Psychic model (see Figure 4 next page) shows how the perception-consciousness (Pcpt-Cs) system contains thoughts, feelings, and impulses that are not currently part of one's consciousness but that can be readily called into consciousness – *preconscious*, hence, being the link to the unconscious.





**Figure 4: Freud's model for the psyche (Freud, 1965, p.78)**

Leadership influences, and is influenced by, a multitude of experiences including psychological, social and physical ones (De Board, 1978; Diamond, 1988, 1990; Kets de Vries, 2004). These influences can explain leader's behaviour and organisational behaviour as a whole embedded in a net of mutual interactions between personal, behavioural and environmental spheres within the context of an organisation, for example HE. According to Domagalski (1999, p. 839), the behaviour of individuals is described "as psychologically defense-mechanisms to unconscious fears and anxieties and unresolved early life experiences". The psychoanalytic perspective helps to describe how leaders' unconscious emotional processes influence organisational processes and thus the interpersonal relations within the organisation. In order to better understand and describe organisational dynamics, it therefore *makes sense* to understand the world of meaning of leaders' lived experience of this phenomenon through their perceptions and how they feel about it, which is the aim of the study.

### 3.2.3 Methodology

Discussed below is the rationale for the choice of the methodology used which links to the choice of the theoretical perspective above that lies behind this methodology. It shows how this

methodology shapes the choice and use of particular research methods employed for the study, which links them to the desired outcomes of the study, i.e. that is to be credible.

### **3.2.3.1 Interpretative Phenomenological Analysis (IPA)**

Interpretative phenomenological analysis (IPA) is a variant of phenomenology based upon Heideggerian principles, i.e. human existence is interpretative and built upon Husserl's transcendental phenomenology (see page 49, Number 2). In IPA, the meanings of subjective perceptions are unfolded through an interpretative process. IPA has a specific focus on participants' perceptions of their experiences and their attribution of meanings to these experiences. However, this is not examined in the existing leadership research, which is the research gap this study aims to address.

According to Douglas (1970 cited in Bogdan & Taylor, 1975, p. 2), "the 'forces' that move human beings as human beings rather than simply as human bodies.... are meaningful stuff, and they are internal ideas, feelings, and motives". This statement from Douglas (1970) implies that subjective perceptions of individuals greatly influence human behaviour (Sosik & Mergerian, 1999, see also Theoretical Perspective, page 51), which ultimately affects their decisions and actions. The following issues were of main concern in selecting a Heideggerian phenomenological perspective for this study:

1. IPA embraces the notion of 'bracketing' (itself perhaps unattainable in its purest form) setting aside one's own beliefs and to be open to data as it is revealed through

participants' perceptions and it works against the tendency to make early judgements based on pre-conceived notions (Dawkins & May, 2002);

2. It is a focus on *lived experience*, i.e. verbal data interrogated through participants' physical, emotional and intellectual being-in-the-world. Though I made effort to 'bracket' my knowledge on this subject, I inevitably developed some ideas and feel that some theoretical positions are closer to my ideas as discussed earlier (see Psychoanalytic Framework, page 52, see also Discussion Chapter, page 156). It is also important to indicate the connection between these influences explicitly to the reader to be transparent about my own perspective;
3. It is a potentially powerful way of *making sense* of leaders' sense-making. In essence, it unravels the relationship between what people think (cognition), say (account) and do (behaviour) that is a science of meaning and meaning-making (Smith & Eatough, 2006, pp. 325-327).
4. The most significant and unique feature of IPA is that the participants' reality is not directly accessible to the researcher and the researcher's focus is neither on the participant nor on the phenomenon but rather on the 'dialogue' of the individuals within their context that defines the phenomenon in question (Morse, 1994, p. 147; Smith & Eatough, 2006, p. 327).
5. IPA is particularly suited for use with a fairly homogeneous sample for which the research question has particular relevance and personal significance (Smith & Eatough,

2006, p. 325). Unlike the positivist paradigm, which searches for facts and causes, IPA is concerned with understanding the phenomenon through participants' own perception.

Therefore, to interpret leaders' inner dynamics from their perspective in order to conceptualise their behaviour, IPA seemed appropriate to elicit a rich verbal description of leaders' lived experience of the phenomenon (Giorgi, 1992a, 1992b, 1994; Smith, 1995, 2004; Smith & Eatough, 2006; Smith & Osborn, 2003). Using a phenomenological form of inquiry in this study against the backdrop of a psychoanalytic framework, the researcher strives to see things from the participants' perspective about a particular phenomenon, and how the participants' subjective perception may influence their behaviour. It is this, which makes the researcher to decide on the choice of methods (see page 60), i.e. to conduct semi-structured interviews using a non-directive form of questioning with the participants.

### **3.2.3.2 Subjectivity and Reflexivity in the Research Process**

The qualitative paradigm accepts and acknowledges subjectivity of researcher and research (Denscombe, 2003, p. 96; Keul, 2002; Langhout, 2006; Zahavi, 2003). Because of the qualitative stance taken for this study, there are participants' and researcher's elements of subjectivity present in the interpretative levels, i.e. "double-subjectivity" that may influence the outcomes of the study (see Interviewer Effects and Research Biases, page 203). For instance, the researcher as a female, an educator in HE, computer science and cognitive psychology background, mentor, multi-linguist, Singaporean of Indian origin and living in UK for more than eight years, may influence the research process, and therefore its outcomes (Langhout, 2006, p. 267; Zahavi, 2003).



Therefore, subjectivity and the inherent reflexivity process in it influence the quality of qualitative research because it impacts on the design, implementation and evaluation of the research (Denscombe, 2003; Langhout, 2006, p. 267). For this reason, an entire chapter was devoted exclusively that discusses in detail from the researcher's perspective the theoretical, methodological and methodical limitations and concerns encountered in the research process and the possible influences it may have on the outcomes of study (see Chapter 6 - Reflections and Limitations of Study, page 201). For example, though phenomenology and psychoanalysis may complement each other in various aspects from an epistemological viewpoint as discussed earlier on page 50, there seems to be some contradiction in the sense that the interpretation from a psychoanalytic perspective, which is based on a preconceived set of theories may be in opposition to phenomenological research, which embraces the notion of 'bracketing' though this may not be fully possible in the real sense, and is discussed in Chapter 6 (see Lack of Integration with Theoretical Perspectives, page 207).

According to Zahavi (2003, pp. 160-161) and seen from a Heideggerian perspective, "experience has a spontaneous and immediate self-understanding, which is why it can be ultimately interpreted from itself". He (ibid. pp. 160-162) highlights that phenomenological articulation and conceptualization of (life) experience is something that belongs to life itself, and therefore when the description of one's experience is articulated, it has the potential to be modified, the perspective and the perspective that is taken for the study (see Accuracy of Reflection of Participants' Natural World, page 214). However, according to some research (Gadamer, 2000; Langhout, 2006; Zahavi, 2003), this is an ongoing debate; whether articulating an experience from the perspective of a participant is non-reflective?

Subjectivity is noted to be a main critique of a phenomenological type of research because of the reflexivity process inherent in the interpretative level (Keul, 2002; Langhout, 2006; Zahavi, 2003; see also Study Rigour, page 77). For example, when the reader experiences the researcher's description of a phenomena, this description which was real in the researcher's perspective becomes as the 'product' of the reader's understanding, and hence the reader's experience of it becomes real. Therefore, the distinction between what is experienced and the product of this experience depends very much on the role as a researcher or the reader (Zahavi, 2003, p. 161, see also Methodological Limitations, page 211).

### **3.2.3.3 Generalisability in Qualitative Research**

Generalisability is one of the properties by which research validity can be assessed (Morse, 1994, p. 24). Unlike the positivist paradigm, which is concerned about generalizing causal relationships and can be extended to different types of people, settings and time (Sturgis, 2006, pp. 106-107), it is not the case in qualitative research, which aims to find a closely defined group.

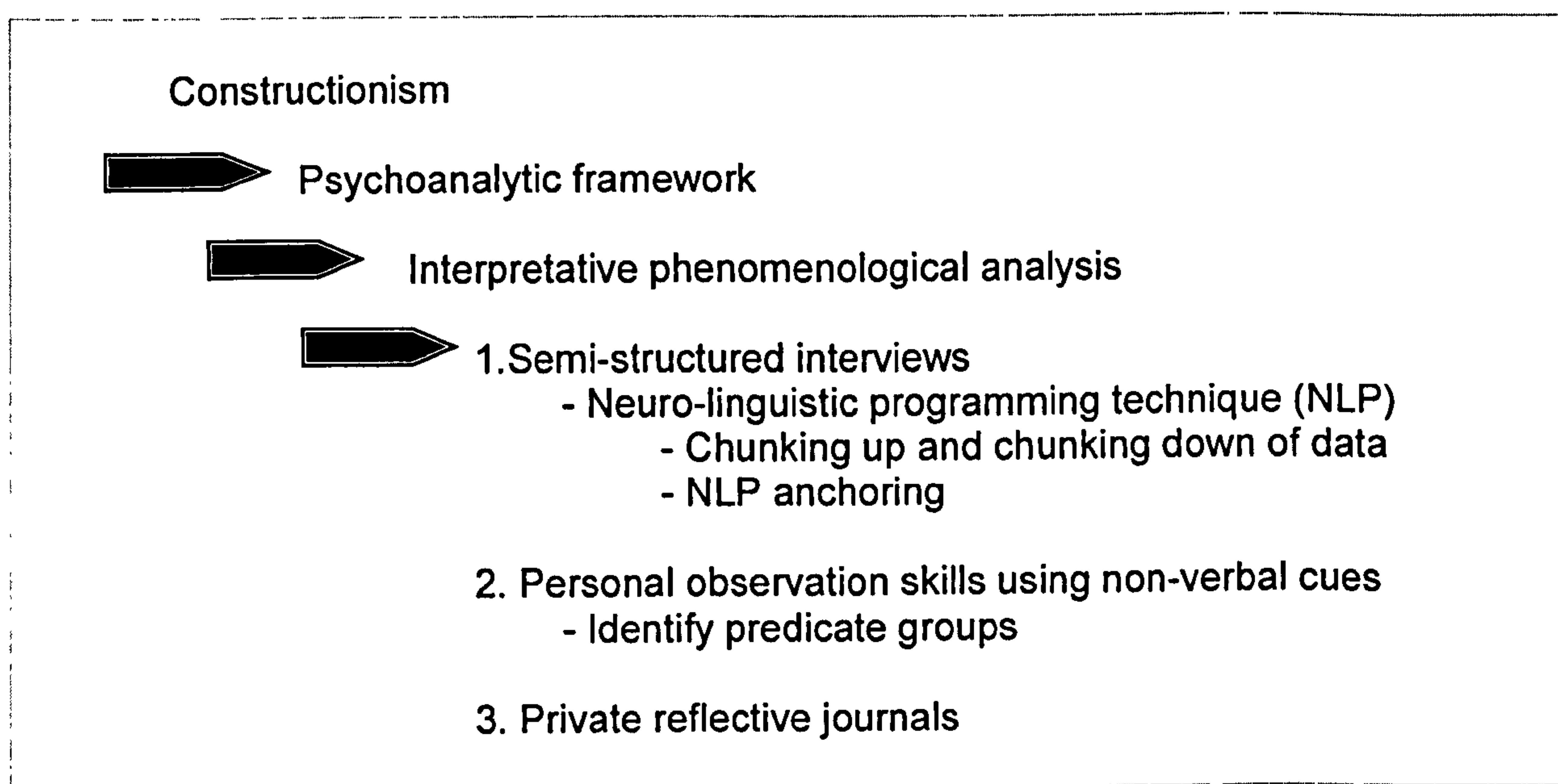
This study uses IPA, which typically have small sample sizes because of the in-depth nature of analysis on a particular group of individuals for whom the research question(s) have particular importance and relevance (Denscombe, 2003, p. 106; see also page 60). Therefore findings for such a study cannot be generalized (ibid., p. 106; Smith & Eatough, 2006, p. 329).

### **3.2.4 Methods**

Given our goal of identifying and justifying the research process as described earlier, it is important to describe the choice and the use of the research methods employed in this study as

specifically as possible (Crotty, 2003, p. 6). A diagrammatic representation showing a specific example of epistemology, theoretical perspective, methodology and method, each complementing the other and used for this study design is shown in Box 1 below

Box 1: A Diagrammatic overview of the study design and process



As discussed earlier on page 46, developing the study process in terms of its epistemology, theoretical perspective, methodology and the method produces a deep analysis that highlights the theoretical assumptions underpinning the whole study, which ensures the soundness of the study and make its results credible (Crotty, 2003, p. 6; Morse, 1994).

The particular methods chosen for this study are as follow:

1. Semi-structured interviews;
  - i. Neuro-Linguistic Programming Technique (NLP)
    1. Chunking up and chunking down of data
    2. NLP anchoring

## **2. Personal observation - Non-verbal cues;**

### **i. Predicate groups**

## **3. Private reflective journal**

Each of the above methods is discussed below explaining the techniques and procedures that were involved in the choice and use of these methods to answer the research question(s) of study.

### **3.2.4.1 Interviews**

According to Smith and Eatough (2006, pp. 325-328) and Denscombe (2003, p. 103) interviews is the method for data collection used in a phenomenological type of research. More specifically, Smith and Eatough (2006, p. 329) point out that semi-structured interviews is typically used for an IPA study since the understanding of the essence of participants' experience and their perspective on a particular phenomenon is sought through the researcher-participant dialogue. Additionally, due to the nature of IPA that requires in-depth interviews on participants' experiential accounts, which are usually small sample sizes makes semi-structured interviews to be popular for IPA (ibid., pp. 329-331).

#### **3.2.4.1.1 The Use of Semi-Structured Interviews**

This part explains the procedures that were involved in conducting a semi-structured interview for the study. A semi-structured interview was chosen because it takes into account participants' agendas, their narrative style and any other issues arising from their personal experience. As such, questions were carefully constructed following a particular sequence (see Initial Interview Structure, Appendix g) to get participants' best possible answers to answer the key question of



study (Ribbins, 2007). Thus, a series of semi-structured interviews were aimed to explore the meanings attributed to the phenomenon through participants' perspective, and these was done by eliciting accounts of their experiences. By using a semi-structured interview, I treated the participants as experienced experts recognizing that the interview constitutes a human-to-human relationship.

A single in-depth interview was conducted with each participant for approximately between 1½ to 2 hours duration at the participants' office. It was a conversational participant-led style interview and started with an introduction of the researcher and an explanation of the aim and purpose of the interview. Participants were invited to report freely their experience of the phenomenon and to structure their accounts, as they liked. They were also informed that if any further clarifications are required, they could ask for it. Following the introduction, the interview started and proceeded uninterrupted.

This type of interview allowed for a flexible exploration of participants' experiences avoiding impositions on the themes investigated, and allowing participants to create their own narrative (Smith & Eatough, 2006, p. 330). At the same time, it allowed for interactions to take place so that an understanding of participants' experience is sought through a researcher-participant dialogue where questions function as triggers (See Chunking up and Chunking Down of Data, page 68) that encourage participants to talk about personal experiences.

Each of the participants was asked to recall specific situations, or events during their leadership experience in HE in relation to the questions that asked about their perceptions about 'EI as a

leadership quality'. By doing this, the researcher was seeking vivid, accurate, and comprehensive portrayals of what these experiences were like for each participant: their thoughts, feelings, behaviour, as well as situations, events, places and people connected with their experience about this phenomenon.

Additionally, this type of in-depth semi-structured interview that used non-directive questioning was useful in exploring the psychoanalytical concepts that underpin the study (see Table 1: Key psychoanalytic concepts explored during semi-structured interviews, page 66). The whole essence in capturing participants' experiential accounts may have been lost if it was conducted by other methods. Despite the emphasis placed on participants' personal and unique experiences, it was inevitable that the researcher enters the interview situation with some ideas of the issues. I undeniably had such ideas; generated from my knowledge of the extant literature, as well as from my work and personal life experience (see Subjectivity and Reflexivity in the Research Process, page 58 & see also IPA on bracketing, page 56, Number 1) and these ideas were reflected in Chapters 5 and 6.

#### **3.2.4.2 Three-Levels of Semi-Structured Interviews**

On a more precise scale, semi-structured interviews for leaders were conducted on three different levels as follow:

- i. First-level (1L) interviews
  - a. Male and female HOSs from all three faculties of the university;
  - b. The suffix -1 marks a 1L participant.

- ii. Second-level (2L) interviews
  - a. Male and female HOSs from all three faculties of the university;
  - b. The suffix -2 marks a 2L participant
  
- iii. Third-level (3L) interviews
  - a. High-level and Senior-level executives who conduct and develop leadership training programmes in the university;
  - b. External consultants to the university who conduct and develop leadership training programmes;
  - c. The suffix -3 marks a 3L participant.

The 2L and 3L interviews were also referred to as Validating interviews and the purpose of conducting these two interviews was to find out the views of these two levels of participants about what they thought about the themes that emerged from the 1L participants and to give further feedback. The purpose is to check whether the essence of the themes captured from the 1L interviews were accurate. This provided crosschecks on the validity of data by means of triangulation from various sources, i.e. collection of varied data from different levels of interviews (Dallos, 2006, p. 144; Denzin, 1997).

For this reason, the number of participants from the 1L were relatively larger compared to the 2L and 3L interviews (see Table 2: Final sample of participants in each level grouped by faculty, page 81). Additionally, the number of female HOSs were relatively smaller compared to male HOSs in both 1L and 2L interviews (see Table 3: Final sample of participants in each level

grouped by gender, page 81) from all the three faculties of the university but this was mainly due to the small percentage of female HOSs in each faculty. This was not an issue as my study is not gender-focussed.

**3.2.4.3 Initial Interview Structure**

The interview is a journey, which aims to capture participants’ accounts of their personal experiences, and the way this journey was undertaken varied from one participant to the other. I developed the initial interview structure based explicitly on the extant literature, and implicitly on my personal experience (see Initial Interview Structure, Appendix g). While reading this structure, it was important to remember that the interviews are in-depth, semi-structured and flexible, and therefore not every single area featured in the structure is discussed, given the scope and the length of study, nonetheless all the salient features relevant to the key question of study are covered as much as possible.

The semi-structured interview being a participant-led approach provided an avenue to explore some of the key psychoanalytic concepts related (see Table 1 below) to the key question of study and discussed in the Discussion Chapter (see page 156).

**Table 1: Summary table to show the key psychoanalytic concepts explored during semi-structured interviews**

1	Attachment system*
2	Containment/container*
3	Depressive position*
4	Ego/super ego
5	Group identification



6	Herd instinct
7	Holding environment*
8	Humour
9	Idealizing
10	Identification (maternal/paternal)
11	Intersubjectivity
12	Intrapsychic
13	Introjection
14	Introjective projection
15	Libido
16	Mirroring
17	Mourning (absence/loss)
18	Narcissism/narcissism excess
19	Oedipus/electra complex
20	Paranoid-schizoid position*
21	Polarization
22	Primal horde
23	Projection
24	Projective identification
25	Regression
26	Self good/other bad
27	Splitting
28	Symbol formation*
29	Transference (maternal/paternal)
30	Twinship/(alter)-ego transference*
31	Unconscious
32	Unconscious phantasy

\* Refers to concepts from other strands of psychoanalysis, and overlaps with Freudian perspective

Indeed, as explained earlier, the initial interview structure indicates that it is not prescriptive. The psychoanalytic concepts listed above were not directly translated into single questions in the structure, but were rather investigated through several sections during discussion. Therefore, it is not possible to identify exactly one question per concept investigated. The initial interview structure was used for the pilot-interview, and was later revised following the suggestions that emerged from the interview (see Lessons from Pilot Study, pages 86-89, see Final Interview Structure, Appendix h) and discussed in the following sections. This strategy was taken to allow the participants to elaborate the topic themselves. While they did so, they often explored the sub-topic I had anticipated, otherwise, the discussion led to unexpected topics.

#### **3.2.4.4 Neuro-Linguistic Programming (NLP) Techniques**

Bandler and Grinder (1975) were the first to coin this term, and according to Hutchinson (2007, p. 2), NLP refers to “how to use the language (linguistics) of the mind (neuro) to effect our behaviours (programmes) to consistently achieve specific desired outcomes” (Mathison & Tosey, 2008; Tosey et al., 2005, p. 140).

##### **3.2.4.4.1 The Use of Chunking Up and Chunking Down of Data**

NLP is a communication model (McQuail & Windahl, 1993) that employs the method of chunking up of data, i.e. to a meta-physical level and chunking down of data, i.e. to a sub-atomic level depending on an individual’s response to a speaker. Interestingly, Tosey et al.’s (2005, p. 148) study used NLP as a methodology for inquiring into subjective experience of individuals and their study adopted a constructivist perspective that meaning emerges through reflection and the discourses of the social (interview) context. They (ibid., p. 152) state that NLP has been

widely used by professional practitioners including researchers, educators, counsellors, managers, and many more for such purposes.

Based on the above and taking into account the epistemological issues that were discussed earlier on pages 46-49, it is important how this interview is conducted. For this purpose, and from researcher's background knowledge and experience of NLP, this technique was used to achieve participants' best possible responses with respect to the research questions and suited for an in-depth type of phenomenological interview where the researcher relies on participants' verbal data to make sense of their meaning making and explained on page 69f. For example, some participants may be more comfortable talking about a more abstract level of information compared to a more specific level of information. For the former, a chunking-up approach and for the latter, a chunking-down approach is useful in trying to get the most from participants.


For instance, where necessary, I had to rephrase the 'follow-on' questions, for instance moving from question 1 to questions 2 and 2a (see Box 2 next page) to seek the best possible answers from leaders' own perspective during the interview process. I started the interview with a general question (question 1) in order to know where the participants were coming from, i.e. their perspective of EI in general rather than giving my view(s) about EI. Then I moved on to a more specific level (questions 2 & 2a) to know about participant's perception of EI from their leadership experience. This would then generate responses from a very personal viewpoint, which is what the researcher was seeking.

## Box 2: Part of an interview structure

1. What does the term EI mean to YOU?

*prompt: deconstruct term/construct argument*

**chunking down (more specific  
compared to question 1- narrowing  
down to context)**



2. As a leader, how do YOU perceive EI as a leadership quality in higher education?

*prompt: narrative explanation/affect/cognitive response in relation to context*

*Follow-on: 2a. Can YOU describe a situation where you have used EI and have  
found it to be successful (or unsuccessful)?*

*prompt: event/situation/explanation*

I found this method of chunking up and chunking down of data very useful especially for in-depth interviews, which lasted approximately between 1 ½ hours to 2 hours for each participant, though it requires some skills and experience of incorporating it naturally and spontaneously with the flow of interview. I employed this technique of NLP through my prior knowledge and experience from my first degree in computer science and cognitive psychology. I attempted to get the most out from participants' conversations using NLP technique in interviews, and to be able to generate reliable data (Hutchinson, 2007). I find that NLP adds to the study rigour.

### 3.2.4.4.2 The Use of Anchoring

In order to conduct an interview that entails answers that would justify the research purpose, how the research is conducted is thus very important and this very much depends on the role of the researcher who acts as an overt participant in the interview process (Breakwell, 2006).



Since the study involves subjects who are people in powerful positions, there may be chances of power dynamics when conducting interviews (see *Reflections from Fieldwork*, page 203). As such, I adopted another NLP technique, in addition to the technique discussed above, called 'NLP anchoring' that allows the researcher to change any unwanted feeling to a resourceful feeling. By doing this, it helps to reduce any unwanted tension so as to remain focused and confident throughout the interview (Skinner & Stephens, 2003). NLP anchoring was indeed helpful as it helped to ensure a smooth verbal interaction to take place between the researcher and the participants.

#### **3.2.4.5 Personal Observation**

Analyzing verbal data from interviews may reveal participants' overt expressions but not their covert expressions. For example, feelings of participants may or may not be overtly expressed and the researcher needs to be aware of other indicators of feelings, for example through their non-verbal cues, which can convey more powerful messages than verbal cues (Riemer & Jansen, 2003, p. 373) and this is useful to conceptualise participants' personal behaviour. As discussed earlier on pages 31-32 that the contents of the unconscious mind may be unpleasant such as feelings of pain and anxiety, which may be revealed through participants' non-verbal cues though participant may not be aware of these influences. Therefore, personal observation through observing participants' non-verbal cues is a way of checking to see for consistency of data.

From a Freudian perspective, the unconscious behaviour of individuals can be understood in the light of their developmental experiences (Neuman & Hirschorn, 1999, p. 685), hence the meanings they attach to their experiences, and this to be reflected as visible cues in the present.

In this regard, to interpret leaders' inner dynamics, a personal observation method to data collection is necessary to understand the hidden meanings behind their unconscious behaviour (see Study Rigour, page 77) and is discussed in the following section how it is conducted.

#### **3.2.4.5.1 Non-Verbal Cues**

Observing non-verbal cues of participants, a subtler form of paralinguistic communication, was useful in identifying how participants communicated their intent with regard to the question(s) raised. According to Riemer & Jansen (2003, p. 375), the non-verbal component of EI includes “body posture, movements and gestures, facial expressions, eye-contact, touching, interpersonal distance and greetings”. Though each of these non-verbal components may function in a unique way, Argyle (1996, p. 1) points out that non-verbal cues “play a central part in human social behaviour”.

I took down the notes of the thoughts that generated in me about non-verbal cues of participants (see Appendix j). For example, a participant who believes that a leader needs to be assertive, confident and bold may reflect a louder speech throughout his conversation compared to someone who does not. However, this may not be taken to mean that the participant, for instance display non-empathic skills to others. Though, this kind of observational skills may not determine the behaviour of participants at first glance, it may help determine the manner and consistency of an individual's speech through these non-verbal behaviours with respect to the issue being raised (Dallos, 2006, 132).

#### **3.2.4.5.1.1 The Use of Predicate Groups**

Another interesting aspect of non-verbal behaviour is having an idea about which predicate group an individual belongs to. According to Hutchinson (2007, p. 6), predicates are process words such as verbs, adverbs, and adjectives that an individual uses to describe a situation. They are used in NLP to identify the type of representational system an individual uses to process information (Skinner & Stephen, 2003, pp. 178-179). They are namely:

1. Visual - this system includes people who often stand or sit with their heads and bodies erect;
2. Auditory - people who belong to this system often move their eyes sideways;
3. Kinesthetic - people here often respond to physical rewards, and touching;
4. Auditory digital - people here spend a fair amount of time talking to themselves and exhibit characteristics of the other major representational systems.

Thus, having an idea of which predicate group each participant belongs, though not always visible, can be helpful to the researcher because it helps to build the rapport and relationships with participants during interviews if researcher can tell 'how' the participant is thinking (and not 'what' they think). However, to use this technique would require the researcher to have some prior understanding and knowledge of NLP to be able to observe the participants without being intrusive and causing uneasiness, and to disrupt the flow of interview.

From my experience and knowledge in NLP as mentioned on page 68, I therefore, phrased the questions in a manner that generated the best possible answers from participants, taking note of their non-verbal cues such as physiology, tonality and the choice of words to identify personal

biases (see Sample Private Reflective Journal of Participant Eaw1, Appendix j). The intention here was not to identify participants’ predicate groups, as this was not the aim of the interview but rather to get spontaneous responses about participants’ personal experiences in a natural way by using such techniques. For example, using part of a sample transcript from participants Eaw1 and Ajc1 (see Boxes 3 & 4 below), firstly, it seemed to show from Eaw1’s conversation (the words underlined) that he may be an auditory person because of his response: “the way I read it”, though this may not be always the case. Secondly, though I have made effort to *bracket* my knowledge in this subject, an aspect of Eaw1’s conversation that intrigued me was his perspective about ‘self awareness’ in EI, which resembles characteristics of transformational leadership (see Transformational Leadership, page 21). In the case of Ajc1, her promptness in her (sincere) utterances responding to the question with a “ ohhh...yes, yes, yes” and congruent with her eye and facial gestures communicated her understanding and emotional connection to her experience and to reflect in a spontaneous way.

**Box 3: Part of a sample transcript from participant Eaw1:**

**Auditory**

[promptness...] Essentially, the one word I would use that defines EI is “awareness”. The way I read it, I’m not an expert in this, but you have to be careful about how you’re seen by others and how others see you and interpret what you are doing.

**Box 4: Part of a sample transcript from participant Ajc1:**

**Congruent eye and facial gesture**

Ohhh...yes, yes, yes [repeats]...the traits I have identified are commitment, vision, being able to see where you are going and to see the bigger picture.



Such observational skills were useful because it reflected participants' behaviour through their responses and spontaneity to the questions when they were recalling their experiences. This spontaneity helped to distinguish the predicate group the participants belonged to a certain extent and was noted in the private reflective journal though identifying their pattern was not always very visible in every participant and at the same time to ensure that the flow of the interview is not disrupted.

As a researcher, I had to be interpersonally effective when conducting interviews, and the use of the above NLP techniques of chunking up and chunking down, anchoring and possibly to identify predicates seemed helpful in building rapport and relationships with participants in order to get their best possible and spontaneous responses to meet the research questions (Ribbins, 2007). Additionally, these techniques helped to gauge the credibility of what participants' had told to an extent even though the researcher may not be an expert in the field of NLP. Nonetheless, observing participants' non-verbal behaviours, and documenting them in the private reflective journals at the same time helped in the study rigour.

#### **3.2.4.6 Private Reflective Journal**

In order to reduce my influence on data and analysis, and to establish the validity of data between the methods, regular private reflective journal entries for each participant were kept to record my reflective thoughts, including any unusual responses from participants (see Sample Private Reflective Journal of Participant Eaw1, Appendix j). By examining these reflections helped to identify personal biases and the progress of the study (Burgess, 1994; Morrison, 2007, p. 297, see also Reflections and Limitations of Study, page 201).

### 3.3 Study Ethics

The overriding ethical principle taken for the study is non-maleficence, i.e. do no harm on others (CIHE, 2006b). Leaders in the university are in sensitive positions and highly accountable for their actions in the workplace. Throughout the study, I ensured that my conduct was ethical and that respect for human beings involved in the study was at the very heart of my conduct, and the principles of informed consent, confidentiality and anonymity were applied (Denscombe, 2003, pp. 134-136; Morse, 1994, pp. 343-345). Therefore, it is essential and important that all data given by participants were treated in a way that protected their confidentiality, and ensured that all identifying data and material from the research were anonymised (British Educational Research Association (BERA), 2006; British Psychological Society (BPS), 2006; Israel & Hay, 2006).

At the beginning of each interview, participants were reassured that confidentiality would cover all information disclosed by them, and that this meant that such information would not be divulged to anyone in informal conversation, but that the researcher would share some of it with her supervisors without naming people or exact locations. Participants were reassured that, in this case anonymity would protect their identity and in any written reports the same rules apply and fictional names would replace theirs.

Prior permission was sought from each of the participants through a written consent-form (see Appendix e) that stated their right to participate in the study without affecting their moral rights and obligations. This was written in plain English avoiding any use of jargon giving details about the background information of the study. Permission was also sought to record interviews prior

to their commencement using audio recorders, and to be transcribed verbatim. No details of participants such as their identity, designation or faculty were revealed in any stage of voice recording during interview. Recording of participants' voice only commenced after the warming up session of the interview. The purpose is to avoid any information that might disclose the identity of the participant.

These parts of the processes are discussed in the later sections (see Sampling Frame and Technique, page 79, Data Management, page 90, Audio to Digital Conversion, page 90 and Encryption, page 91) to ensure how the gathered data and participants' identity were protected throughout the study.

### **3.4 Study Rigour**

In qualitative research, the issue of validity and reliability can be collectively referred to as rigour (Denzin, 1997, p. 84; Denzin & Lincoln, 2000) but there is debate about how rigour can be achieved (Dallos, 2006, p. 130). To establish rigour for this study, numerous strategies were applied as follow:

1. A consistent semi-structured interview, which involved open-ended and non-leading questions;
2. Through personal observation - observing participants' non-verbal cues as a means of unfolding their 'covert' expressions, reflected as visible cues in the present (see Theoretical Perspective, page 51) using some of the NLP techniques as described earlier in the Methodology Chapter (see Personal Observation, page 71);

3. By keeping an audit-trail clearly documenting the exact methods used in data gathering and analysis with the use of private reflective journals (see Sample Private Reflective Journal, Appendix j) to check for congruency and consistency of data between the methods used in 1 and 2.

The above methods used in this study allowed for checking to see for consistency of participants' data to ensure that the outcomes of the study are credible. For example, to check for consistency of data in Eaw1, a comparison of his transcript data -1 (Appendix i), personal observation through non-verbal cues-2, which was used to discover his covert expressions (see Box 3, page 74) were then documented in the private reflective journal-3 (see Appendix j) to crosscheck the data from these methods (1, 2 & 3) to ensure its credibility. Additionally, data was crosschecked between the different levels of the interviews to add to the validity and reliability of data. For example, the responses from the 1L interviews were counterchecked with the 2L interviews for consistency of data (Denzin, 1997; Denzin & Lincoln, 2000).

As discussed earlier, participants were given a written statement prior to the interview explaining briefly the study aim and purpose. The broad opening question of "As a leader, can you tell me how you perceive 'EI as a leadership quality' in Higher Education? was raised by the researcher only at the time of their interview and not before. The purpose was to avoid "clouding" participants' thinking about the research topic prior to the interview process so that they are able to present an impartial view of this phenomenon through their personal lived experiences.



### **3.5 Sampling Process**

Taking into consideration the various types and levels of leaders in the university (see page 16), formally designated Heads of School (HOSs) from all the three faculties of the University were selected for this study for whom the research questions has direct relevance and personal significance to their role as leaders (Smith & Eatough, 2006). Evidence from literature (Gmelch & Burns, 1993; Kekale, 2001, 2005; Sotirakou, 2004) that the particular role of HOSs is one of the most complex positions in HEIs, and was discussed earlier in page 3. So, how organizational members are being led and managed to a large extent depends on the qualities of a HOS to set the atmosphere for staff morale, and to produce a healthy organizational life. It is therefore vital that the underlying causes of such complex situations be understood from HOSs' perspectives.

#### **3.5.1 Setting the Sampling Frame**

Before sampling could take place, the researcher went through each faculty website that lists all HOSs within that faculty that appeared in a particular sequence. The researcher then selected the HOS from that order that appeared in the faculty website. The first emailing for each HOS contained a written invitation letter seeking participants' permission to participate in the study (see Appendices a, b & c) explaining the research aim and purpose, and upon accepting to participate in the study, a further letter briefly describing the research process (see Appendix d) with a written consent-form (see Appendix e) were sent to the participants.

#### **3.5.2 Sampling Technique**

The researcher used criterion sampling, a type of purposive sampling to select participants for the semi-structured interviews. In purposive sampling, the researcher's judgment is used to establish what characteristics are of interest to the study (Patton, 1990):

### 3.5.3 Sampling Characteristics

IPA only contemplates linguistic expressions as data to be analysed, as such the participants' language is usually the primary data researchers work with, when conducting an IPA study. As such, HOSs seemed suitable and selected as subjects for the study. In exploring the phenomenology of human conversation where the role of language and the nature of the questioning through hermeneutic phenomenology seem to be tightly intertwined (Smith & Eatough, 2006), therefore it is essential that participants are verbally fluent and expressive (Giorgi, 1992a; Smith, 2004, p. 42).

The researcher believes that the above characteristics from participants will provide the richest data to answer the research questions, whilst at the same time embracing the notion of 'bracketing', though this may not be always possible for the researcher for reasons discussed on page 56. The following part describes how participants for this study were selected on the basis of these characteristics:

Starting with each faculty, the researcher selected three HOSs while trying to ensure that there is a proportionate number of HOSs in terms of the same gender from each of the faculty. However, this was not possible as there were relatively larger number of male HOSs than female HOSs from all three faculties, which researcher took note, however, this was not a key issue of concern for my study for the basis of selection of participants, but some evidence from literature (Brown, 2004; Bown, 2006; Fennell, 2001; Young, 2004) show that the perception of leaders in HE differs in relation to gender and this is discussed in the Discussion Chapter. On the strength of the richness of responses and whilst not deliberately looking for racial, cultural or gender

representivity, the final sample for my study from the three faculties is shown on page 81 (see Table 3: Final sample of participants in each level grouped by gender).

#### **3.5.4 Sample Sizes for IPA Studies**

Smith and Eatough (2006, p. 327) state that “usually IPA studies have small sample sizes” because of their in-depth nature of analysis for this type of methodology. Therefore, careful considerations were made from the beginning with regard to the number of participants. Sampling in my study stopped when the researcher could confidently explain what and how meanings were attributed to leaders’ experiences. This cannot be proved, but only claimed by the researcher, which is a limitation shared with the concept of *saturation* used in Grounded theory (Pandit, 1996, p. 3).

Based on this, I, selected between the range of 10 to 15 participants as my 1L participants (see Table 2 next page) and analysed my data concurrently while conducting further interviews in the same level to decide whether the data collected so far was sufficient and to see whether the essence of the 1L interview had been accurately and fully captured with the next two levels of interviews.



Table 2: Final sample of participants in each level grouped by faculty

Level of Participants	Heads of School from the Three Faculties of the University			High-Level Executives, Senior-Level Executives and External Consultants	Total
	Faculty of Humanities and Social Sciences (HASS)	Faculty of Medical Sciences (MED)	Faculty of Science, Agriculture and Engineering (SAGE)	Support services	
1L	4	5	4	-	13
2L	2	3	3	-	8
3L	-	-	-	5	5
Total	6	8	7	5	26

Table 3: Final sample of participants in each level grouped by gender

Level of Participants	Heads of School from the Three faculties of the University, High-Level Executives, Senior-Level Executives and External Consultants		
	Female	Male	Total
1L	2	11	13
2L	1	7	8
3L	3	2	5
Total	6	20	26

### 3.6 Pilot-Study

Pilot studies enhance the texture of qualitative research by familiarizing the researcher with the task and its work environment as well as some possible areas of interest. However, there is still debate on the specific role that pilot studies play in the overall design (Ackroyd & Hughes, 1992;



Robson, 1993; Wragg, 2002). Ackroyd & Hughes (1992) and Wragg (2002) believe that pilot studies are general rehearsals done with the purpose of testing out research content and procedures in preparation for their real study. Pilot studies are normally used to avoid ambiguity, test out the precision of the research questions, and the effectiveness of the selected data-collecting tool to help develop an understanding of the data-collecting techniques. According to Wragg (2002, pp. 153-154), it tends to serve the following purpose:

- i. Gives a rough idea about the amount of time needed for the interview;
- ii. The feedback from participants is used to modify the questions for actual study;
- iii. Pilot the modified version again to avoid ambiguity to strengthen reliability and validity of data.

From this perspective, the data gathered in this stage do not necessarily have to be analysed with the data gathered from the real study. However, Robson (1993) believes that the data gathered from pilot studies are just as good as the real study, except that researchers pay extra attention to the methodological issues, that is, some of the possible ways the research can be approached. Based on my experience on conducting pilot study, I considered the data gathered from my pilot study to be just as valid as the data collected from the real study (Robson, 1993) and have therefore, used them exactly the same way as I had used the rest of my data.

### **3.6.1 Pilot Sample and Objectives**

The reason why I considered my first interview to be *pilot* was that it allowed me to explore some methodological issues: Firstly, I wanted to establish how long, approximately interviews took. By constructing a systematic set of questions for the interview, I wanted to check whether

there was a proper consistency (or inconsistency) in the way these questions were structured, and whether they were properly embedded in the interview flow. This was done to ensure there is internal consistency across responses, and as a means to assess the validity of data in subsequent interviews. At the same time, I wanted to see whether there were any emerging topics that I had failed to consider before and whether any of the topics that I thought might be of relevance did not easily fit within the scope of the interview.

The pilot interview also gave me the opportunity to familiarize myself with the interview setting. In particular, I wanted to make sure that I felt at ease and comfortable in the participants' workplace where the interview took place while ensuring that this was also the same for the participants. Being aware that every individual can tell their stories with varying degrees of ease, the way I structured my questions, I started with the more general questions and then moving to the more specific questions allowing participants to feel more at ease and comfortable with the way the interview was progressing (see Initial Interview Structure, Appendix g). Also, I thought that asking a specific question at the start would narrow down the topic of study too prescriptively and too early.

The interviews were in the English Language medium throughout and since English is my first and dominant language, and having lived in UK for several years, the participant's style of speech and accent seemed clear to me. I also felt that the participants in my study were comfortable with the way the conversations took place, and this was evident from the way they responded spontaneously to my questions and engaged eye contact.

### **3.6.2 Outcomes of the Pilot Study**

As indicated earlier, I regarded the data gathered from the pilot interview to be just as valid as the data gathered from the actual interviews. Therefore, I have analysed the data using the same procedure for all interviews and the results are presented together in the next chapter.

The pilot interview helped me to answer some methodological questions that I had raised on page 66, and generated suggestions that informed the remaining interviews. These suggestions are presented below, and those that informed the development of the structure of interview questions were discussed in a separate section (see Lessons from Pilot Study, pages 86-89). At the end of each pilot interview, I wrote field notes to record any details that I considered relevant to the interview, which could not be registered by the tape-recorder. These field notes and the analysis of the transcribed interviews provided insights on how to improve the interview process and the structure of the interview questions. From the pilot interviews, the following emerged:

1. Interviews lasted between 1½ hours to 2 hours and by the end of the interview, the whole structure had been discussed and there was no pressure to switch from one topic to the other to finish on time;
2. Participants reported that all my interventions were clear, and their responses confirmed that they understood them;

3. Interviews seemed to be fairly varied, suggesting that they captured participants' personal experiences as well as eliciting standard responses;
4. Some participants talked about issues for example, training programmes, their past experiences and their strengths and weakness as a leader though it was not an explicit attempt made by the researcher and not contemplated before (see Sample Transcript of Participant Eaw1, sub-questions 3 & 5, Appendix i). They seemed to enrich the account of participants' experiences (see New Topics, page 86);
5. New aspects of existing topics seemed to emerge from participants' accounts of their experiences (see Existing Topics, page 88);
6. Some issues contemplated in the structure did not seem to fit well with the flow of the interview (see Topic to be Removed, page 89).

On the whole, I felt that the most important outcome of the pilot study was to increase my confidence using NLP techniques described above, and ease during interviews.

### **3.6.3 Lessons from the Pilot Study**

The following three sections outline the lessons that I learned from the pilot study and the way I acted upon them to modify the structure accordingly.

#### **3.6.3.1 New Topics**

- i. Training and Personal Development Programmes*



Participants talked about how they saw themselves in leadership roles while mentioning the benefits of attending training and personal development programmes organized by the university, though this was optional. In these cases, I thought participants could have been encouraged to explore the avenues into leadership and what motivated them to enroll into such programmes. In addition, I thought that participants could be prompted to talk about some of the qualities they came across or they may have developed through these training programmes, and how these qualities (if any) made a difference to their current role as a leader.

*ii. Past Experiences*

Engaging in a casual conversation at the start of the interview session (warming up) by asking the participant “Can you tell me about yourself?” (see sub-question 1.1, Appendix g) served as a useful ice-breaking session for both the researcher and the participant before moving on to more specific questions allowing participants to feel more at ease and comfortable during the course of the interview. At this point, participants talked much about their past experiences of leadership though it was not an explicit attempt by the researcher, for example, they mentioned about how they started their career as a leader, and progressed, the difficulties they came across, how long they had been in leadership position, and how this was enlightening on their current leadership role. Interestingly, participants’ perspectives seemed to be coming from a psychoanalytic perspective, and the effects it may seem to have on their role as leaders and in leadership (see Theoretical Perspective, page 51 and Psychoanalytic Framework, page 52). I thought this might identify some new or undertones to the themes, and therefore decided to dedicate some time to discuss this area.

### *iii. Strengths and Weaknesses*

When participants mentioned about some other qualities essential for leadership, I thought it was important to know whether they exhibited those qualities that they regarded as essential, and how these qualities were related to their strengths and weaknesses as a leader (see question 11, Appendix i).

#### **3.6.3.2 Existing Topics**

Pilot interviews highlighted how some of the topics already existing in the structure could be further explored:

##### *i. Key People*

I felt that I should have encouraged participants to explore whether their family and friends were supportive and if their support affected their leadership, to know how it shaped their leadership.

##### *ii. Definition of Leadership*

I felt that that I should have invited participants to elaborate on leadership as perceived by each. I thought this was important because leaders may perceive this term differently and how that influences the way they perceive the world. Hence, for this reason I thought it was important to know leaders' perspective of the definition of leadership, and hence added sub-question 2.1 in the Final Interview Structure (Appendix h), which asks "Can you tell me what the term leadership means to YOU?"

##### *iii. Trait*

Some participants mentioned that there were some inherent traits, and more precisely considered them to be main characteristics of personality essential for leadership, hence this question was rephrased to emphasise on the particular traits in the Final interview structure (question 3.5 was rephrased as 3.5a & 3.5b, Appendix h). I felt that it was important to seek participant's opinions on the following points:

- a. What particular traits do YOU feel are important for leadership?
- b. Do YOU feel that there are any traits that YOU consider to be essential for a leader in HE? If yes, what are they and why?

iv. *Family Values and Circumstances*

When participants were talking about family values, they were actually talking about moral values and how these impact their leadership role. Participants also talked about understanding one's family circumstances, which plays a crucial part rather than family values in their career path, while others mentioned about one's upbringing and its influence on character and behaviour (see question 3.7, Appendix h). I felt that participants' perception of such situations were interesting and strongly related to their leadership practice and the psychoanalytic framework.

### **3.6.3.3 Topic to be Removed**

The investigation of the topic *How do you motivate your colleagues as a leader?* (see question 3.6, Appendix g) seemed to be a redundant question as the response to this was repeated and overlapped from the earlier EI and traits questions from the interview structure and together with

the fact that it was very time consuming, as such I decided to remove this question from the initial interview structure (see Appendix h).

### **3.7 Final Interview Structure**

Following the suggestions made above, the final interview structure was created (see Appendix h). The questions in the final interview structure including the added questions (see sub-questions 2.1, 3.5a & 3.5b, Appendix h) were designed to encourage participants to think deeply, and critically about their ‘being-a-leader’. I deliberately avoided questions that would lead to a listing of tasks, or responsibilities of a leader since my focus is on the ‘leader-as-person’. I also avoided questions, which would encourage theorizing, for instance, “How would you describe an emotionally intelligent leader?” ‘Thinking about’ was not what I was after but rather I needed to access their ‘personal lived-world’, i.e. participants’ concrete experience of leadership.

### **3.8 Data Management**

I transcribed each interview from its audiotape manually using pen-and-paper. While listening to the original tapes, I read all transcriptions checking their accuracy and adding any words that were unclear. Colloquialisms and grammatical mistakes were left unchanged. Thereafter I typed the manually written manuscripts using a word processor converting it into a word document. I imported each word document created for each participant into QSR NVivo, a textual analysis software (QSR, 1999) that allowed the researcher to navigate easily between coded texts and to use the various strategies provided by NVivo to analyse preliminary data.



### **3.8.1 Audio to Digital Data Conversion**

Another concern that arose about the storage of data while transcribing, audio-tapes are prone to lose their data over a period of time, and to ensure that this verbal data is stored for easy retrieval of data, I decided to convert them to digital format and that meant choosing the right software without compromising the quality of voice and clarity. Based on my understanding and knowledge of electronics which was my first discipline of study, I managed to tackle this issues without seeking external help in selecting MS Movie Maker as an appropriate software for my system settings, however it can be different for others, and knowing the importance of using a high fidelity port for transfer of such audio data to digital data since verbal data was captured using microphone during interviews.

### **3.8.2 Encryption of Stored Data**

Upon converting to digital data, a thought occurred to me as to how I can ensure that this data can be protected and is not visible and accessible to anybody else other than the researcher. The primary reason for this concern is to protect the identity of participants as promised and to safeguard issues or that may cause harm to participants who are in sensitive positions in the university. Therefore, it is the researcher's duty to ensure ethical issues are taken care of (see Study Ethics, page 76). For this reason, I decided to encrypt each digital file containing participants' data using a password known only to the researcher.

The researcher will destroy all the data that was collected and used for this study after completion of the thesis including publications of materials using data from this study (see Participant Consent Form, Appendix e).

### **3.9 Quality Checks**

As discussed earlier (see Subjectivity and Reflexivity in the Research Process, page 58), IPA acknowledges that the meanings attributed to the data result from the encounter of reflexivity and inherent in a qualitative type of research (see also Reflections of Participants' Natural' World, page 213). The research rigour therefore, is not in providing universal interpretation of the data but in providing high quality evidence that need to be credible.

Within this perspective, it is central to provide evidence to track how the interpretation of data is achieved. I have tried to provide this evidence by making explicit thoughts the original data generated in me when I first read them (see Stage 1 Analysis: Familiarization, page 98). I also provided evidence for my interpretation by including many interview quotes in the findings chapter where I explicitly declared my feelings of doubt, surprise, and struggles during the analysis. In this way, even when other researchers would have given different interpretations of the same data, they can still see where my interpretation originated from, and what influenced it. In addition to providing evidence of the process of work, I asked two independent researchers to analyse two samples of the data without disclosing any of the participants' information and asked them to provide comments and insights on my interpretation. Their feedback highlighted some of my biases, weaknesses and alternative ways to approach the text though others may remain.

### **3.10 The Use of NVivo**

Research conducted through IPA usually uses a pen and paper approach to describe the procedural details of the study, however the use of analysis software, such as NVivo is acknowledged in IPA (Smith, 1995, p. 22). Having used software packages in the past years for

analysis of both qualitative and quantitative research data, I was open to its use and used NVivo for the analysis of my qualitative data (see Appendix I). In NVivo, I could code the text on its right margin, a passage known in IPA as *initial coding* (Smith et al., 1999, p. 229). I could also retrieve quotes ordered by *theme* known in IPA as *identifying shared themes* (Smith et al., 1999, p. 230) and I could cluster themes in trees or cases which is known in IPA as *analysing shared codes* (Smith et al., 1999, p. 231). In essence, NVivo was highly functional for IPA and suited my needs.

After using the diagramming facility to visually represent the data, I switched from NVivo to MS Word, a word processing package. This switching between tools indicates the versatility of NVivo and its ability to be integrated with other research tools and to adapt to the researcher's needs as they evolve during the research process. Another advantage of using NVivo compared to a pen and paper approach is that the data that comprised several hundred pages of text could be retrieved and moved around easily as it was all saved in the laptop.

Ultimately, an important point here is that the real analysis, that allowed the data to be transformed into results, is the interpretive work of the researcher and which, in its nature, is rather independent from the use of NVivo, which was only used as a tool to manage the work including the clerical work and some details on the specific use of NVivo in each stage of the analysis is given in the next section.

### **3.11 Phenomenological Analysis of Data**

Data collected from the interview were transcribed verbatim without changing the grammatical construction of statements. Data was analysed using IPA (Smith & Osborne, 2003). Below, I

outline exactly how the analysis took place and how I identified the themes, combined and abstracted them into dimensions to describe leaders’ collective lived experience about ‘EI as a leadership quality’ (see Box 5a below).

With the aid of NVivo, I was able to see the connection between themes more easily in different participants reducing the amount of clerical work involved in trying to identify and refine themes for each and every participant (see Use of Computer Aids at End of Each Stage of Analysis, pages 96-103).

**Box 5a: Part of a sample transcript to show the phenomenological analysis of data**

Data	Analytical Comments
<p>In the business of running a school, EI is critically important, as I now understand it to be. <sup>1</sup><u>Being aware of the feelings of staff</u>, their fears, their aspirations, their achievements. Knowing to an extent, knowing what’s affecting in their personal life, and all of that is important in getting results from people and so what I always wanted in colleagues is to get, as far as possible, not in every issue, but to get positive response to what I’m trying to achieve and to do that one has to understand what drives people, what their problems are, what their aspirations are and what they see as threats. <sup>2</sup><u>And be empathetic</u> and that’s not to say to accept fears for what they are but to understand them by putting myself into their place.</p> <p>And I think, it is very important for a school, even a modern school in a <sup>3</sup><u>modern university to be collegial</u>, be supportive to each other and not spending their time back biting and fighting internally. <sup>4</sup><u>Standing together, tolerating our differences</u> naturally. Being glad that we have differences in approaches and driving the differences. You don’t do that unless you spend time with people, so I’ve a sign on my door. If my door is literally open, <sup>5</sup><u>I have an open-door policy</u>, anyone in the school can come in, any student, any members of staff. If my door is shut means I’m engaged with someone or I’m out. And that sort of device is very important to signal</p>	<p><sup>1</sup>Awareness of feelings for others</p> <p><sup>2</sup>Empathic and understanding towards others</p> <p><sup>3</sup>Collegiality is important</p> <p><sup>4</sup>Tolerating our differences</p> <p><sup>5</sup>Self – has an open-door policy</p>



<p>that <sup>6</sup><u>I actually care about people</u> and that's what I actually mean if I want to take on EI. Being caring about people is actually quite important for me to be emotionally intelligent because I'm not a cynic, I'm not a machiavellian manager. I do generally care about people. <sup>7</sup><u>I'm very much guided by values.</u></p> <p>There are some people who use EI, I guess, they just turn it on and off if they want. <sup>8</sup><u>I had not come across this word until I read your email about it.</u> So, <sup>9</sup><u>for school level, I think that's very essential.</u> Until I had my management coaching, I don't think I realized how important it was outside the school.</p> <p>I took everyone outside the school was at least tough and experienced and confident as me. And, therefore, I tended not to think about the position of others would be doubtful. For example, in my 360 degrees appraisal, I came across to some people, a small number and to one person actually I strike as 'scary'. It surprised me [laughs...] what I've appreciated but hasn't actually defined what EI is. <sup>10</sup><u>Through that 360<sup>0</sup>,</u> I've come to appreciate that it's actually is important and probably more important my dealings with managers and those above me and other HOSs as perhaps it is internal. <sup>11</sup><u>If I want people to go with me in my direction in the university, at large, I got to persuade them.</u> To persuade them, I got to understand them and I actually have changed the way I operate in couple of particular ways in the last 12 months.</p>	<p><sup>6</sup>Self - Cares for others</p> <p><sup>7</sup>Self - guided by values</p> <p><sup>8</sup>Self - Not aware of EI terminology</p> <p><sup>9</sup>EI is essential for school level</p> <p><sup>10</sup>Awareness of EI from management courses</p> <p><sup>11</sup>Need to persuade others to follow direction</p>
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Note: Full Sample Transcript of Eaw1 is attached at the end of the thesis (see Appendix i, page 254).

The interview data was analysed using the following procedures:

- a. *Transcription:* the interview data was transcribed, taking note of non-verbal as well as any paralinguistic communication. The transcripts were then re-read and significant statements, or phrases were extracted.
- b. *Bracketing and phenomenological reduction:* the meaning of each significant statement was formulated in the researcher's words. Great care was taken to ensure that the *formulated meanings* were true reflections of what the participant had meant

and this was written on the right margin of the transcript. In other words, the researcher sets out to understand what the interviewee is saying rather than what she expects the interviewee to say (see Box 5a).

- c. *Listening to the interview to get a holistic perspective:* involves listening to the entire tape several times and reading the transcription a number of times to provide a context for the emergence of specific units of meaning and themes later on.
- d. *Delineating units of general meaning:* requires looking at both verbal and non-verbal gestures to show participants' meaning.
- e. *Delineating units of general meaning to the research question:* once the units of meaning are noted, they are then reduced to meanings relevant to the research question. For example, from above the original 11 general units from the sample transcript were reduced to 7 units of meaning (see Box 5b below for Superscripts 1, 2, 3, 7, 8, 10 & 11) relevant to the key question of study.

**Box 5b: Units of meaning relevant to the key question of study**

Reduced Analytical Comments
<sup>1</sup> Awareness of feelings for others
<sup>2</sup> Empathic and understanding
<sup>3</sup> Collegiality is important
<sup>7</sup> Guided by values
<sup>8</sup> Not aware of EI terminology
<sup>10</sup> Awareness of EI from management courses

<sup>11</sup> Need to persuade others to follow direction
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- f. *Refining and condensing themes*: the researcher eliminates those redundant meanings to those previously listed.
- g. *Clustering of themes*: the researcher checks for common themes or essence that unites several discrete units of relevant meaning.
- h. *Determining themes from clusters of meaning*: the researcher examines all clusters of meaning to determine if there is one or more central theme(s), which expresses the essence of these clusters.
- i. *Returning to the participant with identified themes*: check whether the essence of the 1L interview had been accurately and fully captured with the 2L and 3L interviews.
- j. *Modifying themes*: the researcher looks at all the new data including the 2L and 3L interviews and modifies or adds themes as necessary.
- k. *Identifying general and unique themes for all the interviews*: the researcher looks for themes common to most or all of the interviews as well as the individual variations. The first step is to note if there are themes common to all or most of the interviews. The second step is to note when there are themes that are unique to a single interview or a minority of the interviews.

Following the above procedures, a narrative account of the researcher's interpretation, moving from high-level to low-level interpretation, and the participants' own account of their lived experiences are produced, which is the focus of the next chapter.

### **3.12 The Five Stages of Data Analysis**

I have described below with illustration how the data was analysed and categorized and have explained the five stages of data analysis, based on the procedures mentioned above, in the following sections so that the reader can visualize all the stages of data analysis.

The five stages of data analysis were as follow:

- Stage 1 Analysis: Familiarization
  - Use of computer aids
- Stage 2 Analysis: Identification of themes
  - Use of computer aid
- Stage 3 Analysis: Clustering of themes
  - Use of computer aids
- Stage 4 Analysis: Creation of key themes
  - Use of computer aids
- Stage 5 Analysis: Integration of themes
  - Use of computer aids



### **3.12.1 Stage 1 Analysis: Familiarization**

The first step of analysis was to familiarize myself with the transcripts by reading them several times. At this stage, I tried hard to keep my mind open to the text, aspiring to a kind of ‘epoche’ stage where one tries to suspend all biases and prejudices and open one’s mind and eyes to the data (Moustakas, 1994), which is a kind of listening mode.

When reading the transcripts a second or third time, I underlined the words that struck me and I wrote down the thoughts that generated in me and these kinds of thoughts were reported in the sample transcripts on the right margin under analytical comments (see Box 5a: Part of a sample transcript, page 94, see also Appendix i).

In the interview extract presented on page 94, the participant gave some background information about his experience. While reading the first passage, I was struck by the fact that he seemed to be a very tough leader and yet was exhibiting EI qualities sub-consciously as a leader when quoting events and situations such as (“...standing together and tolerating our differences naturally...”). He mentioned that he was not aware of the term EI until my email conversation, and through formal training programmes conducted by the university (see Superscripts 8 & 10, page 95: “...until I had my management coaching, I don’t think I realized how important it was outside the school... I took everyone outside the school as at least tough and experienced and confident as me”). He also struck me because he based his decisions on very pragmatic facts (see Superscript 11: “If I want people to go with me in my direction in the university, at large, I got to persuade them and to persuade them, I got to understand them...”). In summary, from the quotes above, I developed the following ideas:

- He perceives leadership to be very relationship-oriented
- He has clear vision of things and knows how to bring his staff on board to follow his strategy
- He bases his decisions on pragmatic considerations

The comments that I wrote at this stage included reflections on the content of the text, as in the example above, on the use of language, on associations that came to my mind and any questions that, I felt emerged from the text that I was reading (Appendix j). Often, I engaged with the text, questioning it, as if participants were there with me ready to answer my questions, and this allowed me to note any thoughts and very often instinctively that I had in my first approach with the text. Since I read the interview and my private reflective journal relating to that interview at least once while listening to the original tape, some of these comments were prompted by aspects of the interview that did not emerge from the transcript, such as hesitant or amused tones of the participants' voice noticed from their non-verbal cues (see Personal Observation - Non-Verbal Cues, page 71). Note that at this stage there was no attempt to reduce the data into categories.

#### **3.12.1.1 Use of Computer Aids**

At this stage of analysis, NVivo was used as a word-processor. At this stage, I also wrote down some reflections on the interview process based on my first impressions re-reading the interview and on the private reflective journal. This was done using the *memo* function of NVivo, for example, other documents containing the researchers' notes to be attached to this document, which allowed me to read these memos every time I worked on the interview.

### **3.13.1 Stage 2 Analysis: Identification of Themes**

Following Stage 1 analysis, I re-read the interviews and named the *themes* that I thought captured the essence of the selected quotes. This stage can be seen as a form of phenomenological reduction, which happens when someone is in the ‘epoche’ state trying to describe what s/he sees without any pretence that this is actually all that is out there, and indeed acknowledging that what s/he sees is also the product of our eyes (Moustakas, 1994). I made a conscious effort here to identify the essence of participants’ quotes by using ‘NVivo’ labels that were taken from participants’ own words. The outputs from Stage 2 analysis were themes identified and written on the right hand margin of the transcript (see Sample Transcript Script of Participant Eaw1, Appendix i).

#### **3.13.1.1 Use of Computer Aids**

Throughout this stage, the *coding function* in NVivo was used to highlight text and write the name of a code on to its right margin. More memos were also written to start describing the characteristics of the codes. In NVivo, the term *node* means theme, and the numbers that appear throughout the text identify paragraphs and sections within the document and themes were summarized for each interview (see Sample NVivo Reports, Appendix l).

### **3.14.1 Stage 3 Analysis: Clustering of Themes**

In this stage of analysis, on the basis of the similarity of content, themes were grouped into codes, for instance, the themes “communication skills”, “empathy”, “analytical” and “clarity of thought” referred to the various skills and qualities required in a leader, as perceived by participants, thus they were merged and called as ‘interpersonal skills and qualities’ at this stage

(see Sample NVivo Reports - Coding Report, Appendix I). Here, is where my interpretive work, i.e. my attempt to make sense of participants' experiences started taking shape. This interpretive work, continued in the next stage of analysis across interviews is in essence called interpretive variation in phenomenological research (Moustakas, 1994).

This stage of the analysis is not purely mechanical, but retains a high level of analytical and laborious work, which requires constant reference by the researcher to the original text. At this stage it was still possible to re-code passages, re-name themes or create new themes. For instance, if there were new meanings emerging from the text, it was still possible to go back to the previous stage of analysis. For each descending theme, comments were written on how and why the theme was formed.

#### **3.14.1.1 Use of Computer Aids**

The clustering of themes that took place in this stage of analysis was done using the *node explorer* view of NVivo, where I moved the codes from the *free code* area where they were simply listed in no particular order, into the *trees* area, where I could join them as I could have done as if drawing a diagram with pen and paper. To visualize better the clustering process, I used the *model explorer* where codes can be projected in an empty screen and clustered (see Clustering of Themes, end of Appendix i).



### **3.15.1 Stage 4 Analysis: Creation of Key Themes**

In this stage of analysis, several interviews were integrated, generating key themes that cut across cases. The essence of the work was the same as that in the previous stage. I clustered themes on the basis of their similarities and overall meanings.

At this stage, it was still extremely important to ensure that key themes were derived directly from the original (grounded) data from participants, and this could only be guaranteed by working again with the original transcripts closely. This was a laborious and time consuming process that ceased only once all the clusters of themes and their sub-themes were integrated in some master themes.

#### **3.15.1.1 Use of Computer Aids**

At this stage of analysis, NVivo was used as in the previous stage: firstly arranging the codes into trees, and then projecting them in the *model explorers* view (see Sample NVivo Reports, Appendix I).

### **3.16.1 Stage 5 Analysis: Integration of Themes**

In the final stage of analysis, I aimed to explore the data at a more theoretical level by integrating themes so that I can explore the relationships between them. More detailed explanation of this stage of analysis is discussed in the Discussion Chapter, and only a brief explanation is presented here to complete the data analysis stage.

Knowing the themes that have emerged after the analysis of the interview transcripts would tell me more precisely which literature sources to consult in-order to engage with the phenomenon. Though every effort was taken to embrace the notion of ‘bracketing’, the researcher felt that this was not fully attainable (see IPA, page 56), since the researcher had done some literature reviews prior to the interviews, hence I felt that this would have inevitably influenced the interpretation of data.

It is only in the final stage of analysis, I stopped focusing on the interview transcripts and ‘bracketing’ my previous knowledge as I had to merge my theoretical concepts with the data from my study. I considered every theme and its descendents and asked myself: How do these themes from participants’ quotes (situations) relate to psychoanalytic concepts? Which of these concepts can be clarified or challenged by these themes? Sometimes, the answers to my questions were rather obvious. At times, the same concepts emerged again and again for different themes. At other times, for instance, some of the themes that emerged had close resemblance to the issue on gender, but did not seem to fit very well with the existing evidential base, and were not expanded. I also felt that these themes, which were closely related to the issue on gender might change the direction and focus of the research, however these issues were carefully noted and discussed in the Discussion chapter (see Implications of Study).

#### **3.16.1.1 Use of Computer Aids**

I added the themes from NVivo and arranged them to represent the relationship between them and the key psychoanalytic concepts (see Sample NVivo Reports, Appendix I) and is discussed

in the Discussion chapter (see Table 7: Summary table that shows the key psychoanalytic concepts explored in the study).

### **3.17 Summary**

In this chapter, I have discussed the methodology and the methods used and the rationale behind for using them in my study.

The pilot studies were presented in its own to highlight its contribution to the overall study and the actions I took as a result of it.

The five stages of phenomenological data analysis were presented to describe both the essence of my analytical work and how I had used computer aids. The real analysis that allowed the data to be transformed into results is the interpretive work of the researcher, which in its nature was rather independent from the use of NVivo, which was only used as a tool to help manage the work including the clerical process.



## **Chapter 4: Findings**

- Contribution of IPA to study
- Defining terms
- Identifying key themes by IPA
- Summary of findings

## **4.1 Introduction**

In this chapter, I will address the first objective of the study, that is, to explore and describe leaders' lived experience of 'emotional intelligence (EI) as a leadership quality' and the meanings they attribute to this phenomenon (see Objective 1, page 8).

The focus of this chapter is to illustrate how the writing-up of the analysis, as described in the Methodology Chapter using interpretative phenomenological analysis (IPA), involves moving between low-level interpretations of participants' data to a more nuanced, interpretative and theoretical level of interpretation by the researcher. This constitutes the 'Findings'.

To facilitate identification of participants' own words, their quotes are presented as stand alone text in italics, regardless of their length. Anything beyond participants' quotes is the researcher's own interpretation of participants' lived experiences, i.e. researcher's attempt to *make sense* of it. All quotes from participants in this chapter are numbered so that they can be easily cross-referenced against other sections of the thesis. Each of the 1L, 2L and 3L participants belonging to the respective level has a suffix of -1, -2, and -3. The discussion between the comparison of findings, examining its similarities and differences to the psychoanalytical framework and the extant literature will be the focus of the next chapter.

## **4.2 Background of Leaders**

As discussed earlier (see Study Ethics, page 76), in order to protect the confidentiality and anonymity of participants in the study, only brief descriptions of participants are given as follow:

#### **4.2.1 First-level (1L) and Second-level (2L) Participants**

A total of 21 HOSs of which 13 were from the 1L and 8 were from the 2L interview participated in the study. The HOSs actively sought an administrative leadership and management role in varying degrees in the university:

All of them had been HOS for at least one a half years, though most of them had been HOS for more than 3 years. Nine of them had different 'routes' before they started as leaders in HE. All, except 2 of the participants mentioned that they had entered into a leadership role by chance but showed immense amount of knowledge, skills and enthusiasm and related examples to the topic under discussion. Seven of the HOSs said that they had made conscious decisions to go into a leadership position though the routes varied. Five of them had worked in the industry for a substantial number of years, prior to becoming interested and involved in education.

They brought in views from different perspectives because of their varied experiences, and shared those experiences during the interview discussion, and these added depth to the quality of information provided by participants. 70% of them had attended a number of short courses on management and leadership and some were mid-way in taking the course. About 60% of them had been on formal management and leadership courses for academic managers of which two of them had attended a one-year management and leadership course.

#### **4.2.2 Third-level (3L) Participants**

In total, there were 5 participants from this level:

A combination of high-level executives, senior-level executives and external consultants to the university participated in the study. All the 3L participants interviewed were actively involved in the developmental needs of leaders, and this includes conducting and developing training programmes for aspiring and current leaders in the university.

#### **4.3 Meanings Attributed to Emotional Intelligence as a Leadership Quality**

Through close analysis of participants' data in answering the key question of: "How do you perceive EI as a leadership quality in HE?", I gained a sense of the *whole* and wrote a situated description of each participant initially through definitions before narrowing the topic to give fuller details. In phenomenological research, the situated description is an attempt to capture the essence of what the phenomenon means to the participant.

Generally,

- How do you perceive *leadership*?
- How do you perceive *EI*?

And specifically,

- How do you perceive *EI as a leadership quality* in your University?

A good starting point to understand participants' experiences of EI in leadership is to seek an understanding of the meanings participants attribute to these terms and in part, these meanings were very clear from their accounts, as they expressed them through definitions of:

1. Leadership
2. Emotional intelligence



### 3. Emotional intelligence as a leadership quality

#### 4.3.1 Defining Terms

##### 4.3.1.1 Leadership

In trying to deconstruct the term leadership, participants articulated the following kinds of thoughts:

*1. Leadership provides a focus for a particular grouping, in my case, focus to my school. You are the person empowered to make the decisions and the other aspect, which is inspiring people to make themselves better to continue the way in which they are forming their own tasks.*

Bci1, male

*2. Leadership is partly in one's character, I think, it can be trained to some extent and I think it is taking responsibility and taking colleagues with you.*

Cgh1, male

*3. It is very much about being able to inspire and possibly cajole people into following a strategy, which hopefully they are brought into and developed together but then it is responsibility as well for a leader to make sure strategies are important.*

Dla1, female

*4. Leadership is the art of getting people to follow towards the same direction and support whatever the leadership vision is. It's about communicating that vision, it's about securing that acceptance, if not acceptance, making sure there is no opposition.*

Eaw1, male

*5. It means enabling people to achieve what they are capable of, so enabling people to do the things they are best at and do them well.*

Fay1, male

I summarized the above thoughts of participants and used them to generate the following statement about leadership (see Box 6 below), highlighting participants' original words in italics:

#### Box 6: Participants' definition of leadership

---

*Leadership is about being able to inspire people into following a strategy, whatever the leadership vision is, and being able to communicate that vision and securing that acceptance. It is partly in one's character, can be trained to an extent, and taking responsibility and taking colleagues with you.*

---

This definition of leadership is fairly specific and most of the participants placed emphasis on leader's ability to inspire people and to be able to communicate that leadership vision to get others' on board.

#### 4.3.1.2 Emotional Intelligence

Similarly, in deconstructing the term EI on a general level, participants' views are as follow:

*6. What I understand about it is a person's ability to see what might be going about with other people and what they might be reacting, anticipate how people might react, what other peoples' feeling are and what these might be.*

Ajcl, female

*7. My understanding is that there are aspects of how we interact with each other and how we do our job, how we go about with our lives, which actually depends on understanding how people react.*

Cghl, male

*8. Clearly it seems important to empathise with people to appreciate the demands that are being placed upon them at any one time.*

Bcil, male

*9. There are clearly ways in which where parts of the brain are used for thinking and rationality, so it's about sensitivity to various kinds of cues or various kinds of things that are not linguistic, so being able to pick to those and trying to process those things.*

Dlal, female

10. *The one word that I would use that defines (EI) is 'awareness'. (...) You have to be careful about how you're seen by others and how others see you and interpret what you are doing. It's about being sensitive, being empathetic; it's about awareness of others and being aware of yourself.*

Eaw1, male

11. *I imagine that (EI) is about understanding people.*

Fay1, male

Thus, from participants' perception of the term EI on a general level, I collated the above definitions to generate the following statement about EI in Box 7 below, and again, participants' original words are given in italics:

#### **Box 7: Participants' definition of emotional intelligence**

---

(EI) is about how we *interact with each other, having awareness of others and being aware of yourself*, it also depends on *understanding people and how they react towards situations*.

---

80% of the participants felt that empathy and awareness were two aspects of EI, though some participants didn't actually use these terms, but their meaning of EI surrounded around these two terms (see quotes 6, 8 and 11 above).

#### **4.3.1.3 Emotional Intelligence as a Leadership Quality**

Narrowing the topic further to know how participants felt about 'EI as a leadership quality' from their lived experience, they related some real life-work experiences:

12. *It's something very helpful and I think it can also be inhibitory to someone who is playing leadership, such things as over-sensitivity.*

Ajc1, female

13. *It can be operational at different levels, can be disastrous, sometimes, people who have, if you like, responsibilities, very high in the organisation are no better or worse in EI.*

Cgh1, male

14. *On the whole, engaging with someone, coming along onside and being able to be with them. I think it is helpful for leadership.*

Dla1, female

15. *Being aware of the feelings of staff, their fears, their aspirations, their achievements. Knowing to an extent, knowing what's affecting in their personal life,... not in every issue, but to get positive response to what I'm trying to achieve and to do that one has to understand what drives people. (...) And be empathetic and understand them by putting myself into their place.*

Eaw1, male

16. *Unless you understand what's going on people's head, what motivates people you're unlikely to be able to get the best out of them*

Fay1, male

Thus, I used the above specific definitions about 'EI as a leadership quality' from participants' perspectives to generate the following statement about this phenomenon as shown in Box 8 below:

**Box 8: Participants' definition of 'EI as a leadership quality'**

EI in a leadership context is about *being aware of the feelings of staff*. It is also about being able to *understand people* who are working for you and knowing what *motivates* them and to be *empathic*.

Therefore, collating the three definitions of leadership (from a general level), EI (from a general level) and EI as a leadership quality (from a specific level) from above, there seemed to be a polarity between the three definitions especially in the way leadership is perceived by



participants in the university. For instance, all leaders strongly agreed that they needed the support of others whatever their leadership vision is:

*17. I believe, you can only lead by consent, but that doesn't mean that everyone has to give consent to what you're doing, but overall there has to be an acceptance.*

Cgh1, male

*18. I think, it is very important for a school, even a modern school in a modern university to be collegial, be supportive to each other and not spending their time back-biting and fighting internally..... I think to be a Head of School, you got to be good with people. That includes being tuned in to their EI and what's driving them and what their worries are and so on.*

Eaw1, male

*19. My perception is that you have to understand the people that who are working for you and what motivates them and you can use that and implement it in the task that you are asking them to perform, then you stand a greater chance of success.*

Fay1, male

However, distinction is made in the way participants perceived EI on a leadership level in HE as compared to how it is perceived on a general level. In Eaw1's perception, leadership is about having the right balance and to be able to tell others when things don't go well:

*20. You also, at times of course got to be prepared to stand up to resist and tell people that I cannot do what they want to do, to tell people what they are doing is unacceptable. For that you need toughness, and EI is important as well because you have to understand how people will react to different styles.*

Eaw1, male

As such, based on the above, a summary of the defining terms from participants' verbalized and expressed thoughts, each of which was discussed above is shown in Table 4 below:

**Table 4: Summary of terms from participants’ verbalised (or expressed) thoughts**

Defining Terms by Participants	Author’s Comments
<p><b>i. Leadership</b></p> <p>Leadership is about <i>being able to inspire people into following a strategy, whatever the leadership vision is, and being able to communicate that vision and securing that acceptance. It is partly in one’s character, can be trained to an extent, and taking responsibility and taking colleagues with you.</i></p>	<p>This definition of leadership was fairly specific and most of the participants placed emphasis on leader’s ability to inspire people and to be able to communicate that leadership vision to get others’ on board.</p>
<p><b>ii. Emotional intelligence</b></p> <p><i>(EI) is about how we interact with each other, having awareness of others and being aware of yourself, it also depends on understanding people and how they react towards situations.</i></p>	<p>Almost all participants felt that empathy and awareness were two aspects of EI, though some participants didn’t actually use this terms, but their meaning of EI surrounded around this two terms.</p>
<p><b>iii. Emotional intelligence as a leadership quality</b></p> <p><i>EI in a leadership context is about being aware of the feelings of staff, their fears, aspirations and achievements. It is also about being able to understand people who are working for you and knowing what motivates them and to be empathetic.</i></p>	<p>Leaders related some real life-work experiences and there seem to be a polarity between the three definitions especially in the way leadership was perceived in the university, in relation to getting people on board. All leaders strongly agreed that they needed to have the support of others, whatever their leadership vision was. There was a distinction made among leaders in the way they perceived EI on a leadership level in HE compared to the way they perceived EI generally.</p>

## **4.4 Interpretative Phenomenological Analysis (IPA)**

### **4.4.1 Emergence of Themes from First-Level (1L) Findings**

As described earlier in Chapter 3 about the phenomenological analysis of data on page 93, I felt that the best way to explain the emergence of these individual themes is to firstly, compare and contrast the dialogues from the participants from the 1L, while at the same time moving from high-level interpretations to low-level interpretations to interrogate participants' *sense-making*. Following the procedures mentioned on page 93, themes were identified in the 1L and checked with the 2L and 3L participants to check whether the whole essence of the interview in the 1L had been correctly and fully captured. Therefore, in here, I have extracted participants' original quotes that brought about this theme relevant to the research question.

As such, a narrative account of the interplay between the researcher's interpretive activity and the participant's own quotes about their lived experience are produced below for each of the themes. Other themes, which did not fit very well with the existing evidential base were however, noted and is discussed in the Discussion Chapter (see Implications of Study).

### **4.4.2 Thematic Structure**

Since the main purpose of this chapter is to identify the main themes relevant to the key question of study, I adopted a thematic structure in explaining the narrative accounts of the interplay between my interpretative levels and the participants' account of their lived experience in their own words. Additionally, in order to show how the different levels of participants, for instance the 2L and 3L participants respond to the response of the 1L participants and whether the essence of the 1L participants had been accurately captured, I produce their views accordingly, one level

after another so that the flow is more interactive and engaging and maintains consistency. Quotes were selected on the basis that they offer strong support to that particular theme with respect to the key question of study.

For the sake of clarity to the reader, I indicate each of the eight themes (see below, in bold and numbered) derived from the procedures described earlier on page 93. The identified themes have no order preference and are not mutually exclusive to one another; and they certainly seem to overlap, which shows its cohesiveness to the key question of study and is discussed in the Discussion Chapter. Additionally, I have indicated within the theme explicitly, where necessary, to show its interrelationships with other themes.

Towards the end of this section, two summary tables are produced: firstly, Table 5: Shows the summary findings of participants' eight key themes and secondly, Table 6: Shows a summary of the meanings participants attribute to the phenomenon and the interpretation of it.

**4.4.2.1 Inspiration, Understanding and Motivation**

**1L Participants**

It clearly shows from participants' definitions about leadership earlier (quotes 12-16), that being able to inspire others, to experience a sense of belonging and to feel connected depends a great deal on a leader's EI. Though it may seem that these three components may belong to different categories, but clearly from the majority of the participants' views below, they seem to overlap in various ways.



*21. A leader doesn't get to be a leader without being able to inspire people and now that is partly to do with emotional response (...). So, inspiring people is I think important.*

Eaw1, male

Eaw1 stresses that it is with such understanding that a leader can truly inspire himself and others to wellness:

*22 Understanding them and what their fears are, what their own personal assessment or capacity is important.*

Eaw1, male

Bci1 felt that the support from his staff motivated him to achieve his goals for the school:

*23. People are usually motivated by being able to see the positive outcome of their actions.*

Bci1, male

*24. I think inspiration is probably one of the qualities that help me do the job that I do and the reason I got to be where I am.*

Bci1, male

He believes that a leader who inspires his staff takes a genuine interest in others, and once his staff realise that the leader is taking a genuine interest in them, they will be more motivated to do their best, which in turn motivates the leader. According to Goleman (1996), self-motivation is one of the domains of EI and this is clearly revealed in Bci1's dialogues above (quotes 23 & 24).

From Cgh1's perspective, understanding staff was more difficult:

*25. Understanding staff is more difficult because in my first leadership role, it was a group of 4 people and now actually there is 70, and there is no way I can meet with every individual. I have to represent them as a group, rather than as an individual. I think the structure does influence the opportunities to interact, though we have activities, Christmas parties and the school funds (...) as the organisation becomes bigger*

Cgh1, male

## 2L Participants

90% of the 1L participants agreed with this theme, however, Fay2 and Gpr2 felt that inspiration and understanding might not necessarily go side by side to make a better leader:

*26. It's possible for people to inspire without necessarily understanding them. Some have qualities like energy, enthusiasm that others can then seek to emulate so colleagues will be inspired of someone very successful. So, I might argue that it wouldn't always necessarily for leaders to understand other people.*

Fay2, male

*27. Inspiration is not a quality that worries me in particular as a leader but understanding people does, that is key (...) It's not a public inspirational role. You got to spend time with them; good leadership is about presence sometimes it is difficult.*

Gpr2, male

## 3L Participants

On the other hand, 3L participants strongly agreed that this is a key theme to the key question of study and added that to be a better leader, a leader need to able to inspire, motivate and understand his/her staff though in varying degrees and context. However, they also felt that it's difficult to have all three and may take time in a leader to develop:

*28. The best leaders are able to do all three, they're slightly different but I think you need all three.*

Lvj3, female

*29. So, without doubt inspiring, and understanding and motivating other people, I believe is critical to the role of leader. There's something interesting about the difference between leading and managing and you're talking here about leaders.*

Nas3, male

*30. I think leaders need to be able to inspire and understand others people as well. I think there's a real crossover but you know without doubt, I think we've tried to build all that in our work to manage the status quo.*

Mlh3, female

*31. But if leadership is about change and moving things forward, then you've got to inspire people to come with you because its not about the status-quo change and you've got to understand how to make people tick because to get you through change. I don't think you can motivate people unless you understand how they tick. It happens all the time.*

Mlh3, female

#### **4.4.2.2 General Lack of Awareness of Emotional Intelligence**

##### **1L Participants**

90% of HOSs felt that there was a general lack of awareness, both in EI terminology as well as what it entails among leaders in the university.

*32. A colleague of mine a pretty good academic who has caused a lot of difficulties in the school because of the way he runs meetings and the problem is, he is not doing it deliberately, he is doing unwittingly.*

Eaw1, male

Eaw1 admitted that he was not aware of the term EI until recently when he started attending a training programme since he started as a HOS six years ago. He realized from this programme however, that he had actually been using EI unconsciously, just was not aware of the terminology.

In its simplest sense, he says:

*33. Essentially, the one word I would use that defines EI is 'awareness'. (...) It's about awareness of others and being aware of yourself, I would say I haven't had long appreciation of this.*

Eaw1, male

It is apparent from Ajc1's dialogue that some leaders in the university do not show concern for others' thoughts and feelings:

*34. People have been pushing positions and gone into situations without apparently, maybe they haven't have an awareness on the effects of other people of what they're doing and they didn't appear to care what the effects would be...*

Ajc1, female

She further described her feelings in situations where she attended board meetings with other leaders and also when working in teams with other leaders:

*35. I have this experience myself with somebody who is chairing a meeting regularly that I'm supposed to go to and the person is behaving in the meeting with just so intolerable thoughts to other people that I just stopped going.*

Ajc1, female

From her observation, Ajc1 felt that male leaders in the university lacked some of the softer skills when dealing with other staff:

*36. Organisation may have a very 'macho' culture you know, 'men in suits' and that might select against so much attributes...and I think that probably can be helpful and probably loose out on some of the softer skills.*

Ajc1, female

Dla1 had come across similar situations and described her unpleasant experiences with other male leaders about their lack of awareness of EI:

*37. I don't think I've used my EI to actually affect. I think it is to do with the hierarchical structure of the university. If someone is not clear and placed in the hierarchy and is absolutely adamant [pauses..], they have to accept me. I don't know what to say [laughs..]. I find at times EI may not work at certain situations and can be difficult.*

Dla1, female

*38. I suppose some people do not have managing cues... I'm sad to say that I'm in such groups and there are such groups and not a happy situation.*

Dla1, female



## 2L Participants

60% of these participants agreed that there was a general lack of awareness of EI including its terminology among HOSs.

From Cgh2's perspective:

*39. I came across one (leader) who made a lot of time for individuals, social aspect and in the end, make rational decisions, understanding and explaining it. In the end, we are further away...my leadership style is different.*

Cgh2, male

Ips2 says:

*40. Before the development center, there was almost no training for becoming a leader. I am sure, there is a lack of awareness of it in the university.*

Ips2, male

From his perspective, he learned alot about EI by 'osmosis':

*41. I think within a university context, that is, something almost perceived out as getting by osmosis as opposed to being taught and even the development center does not deal with that with other people in terms of your-self. [It]'s learned by as I said by osmosis or just by doing things and getting things wrong frequently.*

Ips2, male

Elsewhere, he stresses again that he collected a lot about EI by 'osmosis' from his former work experience as being very useful in leadership, which he refers to as 'former lines':

*42. From my own perspective I found very helpful in dealing with colleagues in when they have the experience outside academia before becoming academics. A lot of it is probably collected by that osmosis in their former lines...*

Ips2, male

At the same time, there was some acceptance from 2L participants that HOSs were familiar with the older term 'people-skills', similar to how the term 'depression' is used by people instead of

‘melancholia’. In a similar sense, it could be possible why some HOSs, for example, Eaw1 realized that he was not aware of the term EI until he attended training courses and later realized that he was actually using EI unconsciously all this while. It seems to show from HOSs’ examples above, that being unaware of EI terminology does not necessarily mean that they are not emotionally intelligent leaders.

### 3L Participants

70% of the participants were not surprised that some leaders lacked general EI awareness and were not aware of EI terminology. However, 3L participants also pointed out that HOSs have become emotionally intelligent over the years evident from conducting training courses such as capability training, 360<sup>0</sup> feedback and other performance management programmes:

*43. I can think of someone who is naturally emotionally intelligent. And few others who have learned it and realized having 360<sup>0</sup> feedback and being in executive programmes actually... So, we were saying academic intelligence is important but there are other things as well that will make you even better leader.*

Mlh3, female

Nas3 had a similar view:

*44. Yes, there's absolutely lack of awareness, but in terms of some of them of how they behave, I think most of them are very emotionally intelligent... The government recognized that that was the case nationally that our senior leaders are not as effective as it might be with huge businesses.*

Nas3, male

Interestingly, Kry3 felt that non-verbal cues is a crucial aspect in leadership:

*45. My take on EI is inter-subjectivity. I'm doing some training on video interaction on communication which involves taking videos on people interacting with others, micro analyzing for tiny moment, movements of the eye, tone of voice, body language, little things that initiates something on the other person...*

Kry3, male

#### 4.4.2.3 Interpersonal Skills and Qualities

##### 1L Participants

Clearly, all leaders felt that interpersonal skills and qualities is a strong factor required in a leadership position. These skills and qualities have much to do with EI and from the quotes below show that they are very important for leadership:

From Ajc1's perspective:

*46. I think the ability to think clearly to be rational, ability to sell your ideas ...ability to create vision of what/how you perceive things (...) Passion, hardwork, energy, stamina and trust. You have to be honest as you can be. Your own beliefs and be consistent as you can be. I think confidence is helpful because it is something that can be built up.*

Ajc1, female

In particular, she describes about the notion of collegiality though this term was not explicitly mentioned but were described through words such as synergy, team, creativity and enthusiasm required in a leader, which points out to having EI skills and qualities:

*47. I think if you got an enthusiasm that can be used to energise other people as well, if you get a small team who work well together, there can be something synergistic about it in terms of generating enthusiasm and creativity in energy levels.*

Ajc1, female

*48. I think, my personal philosophy would be honesty, transparency, fairness but need to have toughness, you got to see to make decisions even though you lack the answers to let others make the decisions, to make the best possible decision that you can make and have with that and give the best you can.*

Bci1, male

*49. One is clarity of thought and intellectual edge. You've got to have the ability to analyse very complex, amorphous aspects and come up with a vision of where and how you will get through them and get to where you want to be. So, analytic thinking is very important for a*

*leader. Toughness is an important quality because if you are a leader, you will encounter opposition and at times the opposition will require confrontation.*

Eaw1, male

*50. Much more important. I think than inspiration is humour. You need to have a sense of humour. Work should be pleasure.*

Hja1, male

90% of the HOSs from this level particularly pointed out that communication skill to be an essential and relevant quality for leadership. Only some are quoted below:

*51. (Communication) I think, is very very important because you have got to bring other people around your way of working. (...) You can't tell an academic what to do, its not a chance and you have to make them think they have the idea and they will do it themselves. So, I think communication is absolutely important...*

Ajc1, female

*52. Having a sense of communicating those plans and that kind of plans that's going to get everybody involved in it as a group and in that sense that the school will be able to achieve those outcomes.*

Dla1, female

*53. I think my main leadership strength is that I'm very good at communicating. (...) One of the essential qualities of leadership, I think, is interacting with people. It's an aspect of communication,...I would say I succeed in communicating by enthusing others, encouraging them to be enthusiastic...*

Eaw1, male

## **2L Participants**

All participants from this level strongly supported and agreed with the 1L about this theme. Particularly, Ips2 felt that a leader needs qualities such as humour, energy, and persistence to manage especially the difficult types of staff in the workplace to achieve a common goal:

*54. I suppose, humour is one of them I try to have...you need energy, persistence, capacity to keep re-building, if something doesn't work, you need to be able to keep*



*working on it, creativity and endurance. You've got to see possibilities, be opportunistic, got to be able to engage with different sorts of people, not too flexible, that sort of things. Clearly, I came into a leadership position almost by chance.*

Ips2, male

From his several years of experience as a leader, Ips2 knew it was not easy to manage academics and admitted that it was a difficult process from his unpleasant experiences he encountered over the years.

*55. University is a classic example where almost every member of staff is a highly intelligent individual and they don't want to be told that you've got to do this when they want to go and do totally different. If you're going to get all working together, which I've never achieved but the aspiration of getting everybody working together must be that they must sign up 100% to that vision.*

Ips2, male

### 3L Participants

Lvj3 pointed out that organisational skills and the ability to organize oneself can be very helpful for HOSs and she considers them to be key things for leadership even though HOSs wouldn't necessarily have EI.

*56. I suppose the other quality I would see as essential for leadership is not necessarily about EI but about organisational skills and about the ability to organize yourself as well as others. I think you can have people who are extra-ordinarily well organised but I wouldn't say they have EI necessarily.*

Lvj3, female

On the whole, 3L participants believe that by running programmes such as business coaching for HOSs can further develop their communication skills and other leadership skills, which can make HOSs' job easier. From Lvj3's perspective, there had been a big shift in the last 5 to 6 years in terms of leadership development and believes that it will improve further when leaders

accept business terminology as it helps enormously in bringing about cultural change in the university.

#### 4.4.2.4 Emotion and Cognition: Balance

##### 1L Participants

90% of the participants from this level felt that EI in leadership is important, however, 60% of them felt that emotions are more likely to have negative connotations in leadership, perceived especially among the male leaders. This theme cuts across the notion on gender and is discussed in the Discussion Chapter.

Bci1 felt that cognitive processes is vital, but added that EI is not bad *per se*:

*57. I will not tolerate somebody who base all on emotions. It has to be based on cognitive process, key part of the process...in fact emotions can quite often be irrational (...) I'm reasonably good in knowing, you know, what sort of qualities, I think, contribute to good leadership.*

Bci1, male

He perceived that if a leader is very emotional, it might be perceived by staff not to be fair though the leader might have a good rational behind his decision. Cgh1, Dla1 and Ajc1 shared similar views:

*58. In someways, I don't like the concept of EI being that, to me, getting the fear what makes people tick and where the EI bit comes in is where people using it deliberately to use it actually achieving some ends...(...) I do believe that emotions can have negative effect on cognition and this is based on my observation and personal experience...My working model is just trying to understand what make people tick and not trying to manipulate situations.*

Cgh1, male

*59. Someone who is very emotive is constantly displaying emotions and that is overdone, can be too much negative.*

Eaw1, male

*60. I think emotions can cloud your thought processes and affect how well you think...Emotions can be good and bad and I may tend to think more often as negative.*

Ajc1, female

*61. As far as cognition is concerned, I think if that's divorced from a whole lot of information as one gets through one's emotion and body, then I think is not probably thinking adequately.*

Dla1, female

Lag1 highlighted the balance of both cognition and emotions to be in a leader, especially more so within the university:

*62. Raw intellectual power in a sense is an essential key leadership quality probably in all walks of life in that sense but more so in the university than anywhere I can imagine. But it needs to be coupled with other attributes for leadership to be viable and exercised.*

Lag1, male

Interestingly, the mixed perceptions of 1L participants above provided a space for dialogue between the two issues of emotion and cognition as perceived by leaders and the extent to which emotions are used in leadership at the university. There was some evidence to show from Lag1's perspective that male leaders were able to 'park' their emotions compared to women leaders in workplace context and as mentioned earlier, it shows that this theme cuts across the notion on gender:

*63. Men find it more easy to park emotions - put them on one side not relevant to them to workplace context. As an observation, women find that, tend to find that its kind of more difficult and not that as good...Men seem to do it more often than women -for better of or for worse.*

Lag1, male

## **2L Participants**

All 2L participants agreed with 1L participants that a balance of both emotions and cognition are required in order to be a viable leader and to make informed decisions. They also agreed with the 1L participants that some leaders tend to manipulate their emotions to suit their own needs, become too emotive and hence act inappropriately to others.

## **3L Participants**

Kry3 particularly pointed out the need for EI among leaders, more so within the university where diversity is concerned. Since academics meet people on a daily basis in the university from all walks of life and background, he stressed how EI plays a crucial part when interacting especially with other cultural groups:

*64. ...in thinking about that relationship that you are able to create and the quality of that and how much is determined by that in the context of diversity, in the context of dialogues, in the context of how you set up groups to do group work and so on. These are the practicals of working of the necessity of EI which we spend time on and its about how we do it...*

Kry3, male

### **4.4.2.5 Traits and Personality Development**

#### **1L Participants**

There was a great deal of ambiguity in the classification of traits, qualities and skills (Dimmock, 2003) and was apparent that HOSs used traits interchangeably with qualities and skills. For example, “vision” was used by Eaw1 and Ajc1 quite differently (quotes 43 & 61) and likewise, “toughness” by Bci1 and Eaw1 (quotes 44 & 64). I had therefore, taken the examples given by HOSs to be any of traits, qualities or skills since the focus here is to see ‘how’ these components,



for example, vision, confidence, decisiveness, toughness are connected to EI in leadership rather than to know how they have classified these terms.

Additionally, because of the ambiguity in the way traits have been used by HOSs in the study, this particular theme ties very closely with Theme 3: Interpersonal skills and qualities. Ajc1 perceives herself as being very approachable and her strong moral principals are an essential part of whom she is, and therefore cannot be compromised. However, from her experience, she believes that moral standards among leaders in this university had generally declined:

*65. The traits I have identified are commitment, vision, being able to see where you are going and see the bigger picture (...) My experience shows me that I think a number of people and what you might define as leadership within this university probably do not score very highly on the trait scale.*

Ajc1, female

From Bci1 and Eaw1's perspectives, the following traits were considered to be important:

*66. To me, traits are very relevant to leadership... Clearly confidence is one trait regardless of context... and to me, decisiveness is an important trait.*

Bci1, male

*67. To be successful as a leader, you have to be able to be gregarious... I've a tough skin. You also need to be self-sufficient as a leader as it is a lonely business...I will ask people, I may consult some but you need that trait of self-sufficient, self-reliance is a better word.*

Eaw1, male

Similarly, Fay1 perceives that leaders need certain traits at all times to effectively run their school and ascribes this to his own personal experience when he was interviewed for leadership several years ago. He added that traits could be identified through the recruitment process from how a potential interviewee conducts oneself to see if one can make a good team with others:

68. *As a Head of School, I've interviewed hundreds of people for jobs ... and I reckon that you can tell a lot from the way a person conducts himself in an interview. Most people can't disguise inherited traits....if you understand how people respond you can help by starting a good team.*

Fay1, male

From his experience, Fay1 said that traits are inherited as well as learned along the way:

69. *I've been in the job for 30 years... and ended as a Head of School and my career path has progressed steadily.... So I didn't believe that I have leadership qualities in the beginning or wishing to express them. I've developed them over time and my perception now is rather different compared to the beginning of my career*

70. *You do learn so much from parents, some are genetic, some are learned and I think in both cases, probably I've inherited certain characters and some learned.*

Fay1, male

Interestingly, Ajc1 and Cgh1 felt that the context in which leaders are working to be more important because that determines the traits a leader would require. So they felt that certain traits might not apply well in all situations:

71. *Traits can be up to a point except that I think there is no one good way of doing things.*

Ajc1, female

72. *Clearly, it's a male dominated discipline...unfortunately...and we do see that at the student level as well. ...but I do a lot of stuff by instincts (...) and in this role you don't get the training till its too late...I've an 'open-door policy' and staff can come and talk to me anytime.*

Mpl1, male

## 2L Participants

80% of the 2L participants agreed that there need to be certain fundamental traits required in a leader, and interestingly Cgh2 pointed out that for those being led, they need to accept their leader for having certain 'admirable' traits:

*73. I think to be acceptable as a leader I would have thought that those being lead are looking for certain traits in a leader.*

Cgh2, male

Elsewhere, he stresses that:

*74. I think you need to be open to say I might not have got everything right or there might be a different way to achieve the same outcome, then I think the EI comes in to the processes which you apply in that particular to get to the outcome that you think is right but recognizing what you may need to modify.*

Cgh2, male

Ajc2 had a similar perspective:

*75. I don't think there's a single way of being a leader. I don't think there is. But at the same time, I think there are some commonalities and some things that you would find recurring in many people who are seen as great leader.*

Ajc2, female

### **3L Participants**

Clearly, 3L participants agreed that HOSs require certain traits regardless of the context. However, they also felt that the type of traits would depend on the leadership role and the situation in context. They also agreed that this particular theme is tightly interconnected with Theme 2: Interpersonal skills and qualities.

From Lvj3's perspective:

*76. Yes, I do think there need to be certain traits in a leader despite whatever the situation (...) I would say that strategic view is one that I would expect in a leader because they have to be able to provide that direction, and I think that is critical.*

Lvj3, female

She added that there are elements about how academics develop and their focus in their roles, in that as good researchers, they have to be particularly focused on certain things.

*77. I also think to be an effective leader, they to have high level of interpersonal skills and I should say that often is the case in HE than, I think, in any other organisations.*

Lvj3, female

Lvj3 stressed that the university is conducting courses to develop skills of HOSs:

*78. ...HE has not been particularly good in developing management and leadership skills in them as other organisations and sectors. So, perhaps some of the qualities that aren't developed in HE yet but we are moving well in that direction.*

Lvj3, female

An interesting point raised by Mlh3 was that they (3L participants) try to work with HOSs' natural personality traits and says that however, such programmes work well for only some HOSs.

*79. You can't change your traits massively but you can change your behaviour, and you adapt your behaviour appropriately in these situations. You have to if you want to be a successful leader.*

Mlh3, female

Hence, from the above examples, I felt that this theme, in addition to Theme 3, has undertones to Theme 2: Lack of general awareness of EI, and therefore ties closely with Theme 2.

#### **4.4.2.6 Nature versus Nurture: Values, Upbringing and Life-Work Experience**

##### **1L Participants**

All participants in this level felt that values have strong influence in leadership. In particular,

Cgh1 and Lag1 felt that upbringing, personal values relates to their leadership:

*80. I think, some of the qualities that I would bring as a leader have been inculcated in me through my family. (...) Seeing how he (my father) led has certainly infected me and has been very useful for my career. So, I think, personal integrity, personal responsibility and I put very strong weight on personal responsibility.*

Cgh1, male

*81. There are certain things that are locked into you as a child, upbringing you can't get rid of those, for better or for worse.*



Lag1, male

Fayl's perception about this topic was very impressive and unique. He felt that by sharing his personal experiences with staff, they would much likely be interested in what he is saying. He said that by being personal, he can relate to his staff and allowed him to understand their viewpoints, i.e. components of EI.

*82. I don't mind telling people, you know, I've been married for long time and have two grown-up daughters... various things like that help them to understand what makes me tick .So, its about understanding people's family circumstances....*

Fayl, male

He described how the values passed down from his parents helps him in leadership:

*83. If I fail to take some initiative that presents itself then colleagues may suffer because I've not taken a strong lead...*

Fayl, male

He adds:

*84. I think if you are given a leadership role, you have to be good at it and be as good as you can be, because that means other people are depending on you*

Fayl, male

The fact that his daughter was diagnosed with leukemia made him to view life from a totally different perspective, which made him a more 'rounded' individual now compared to 5 years ago:

*85. I had a life changing experience when my youngest daughter was diagnosed with leukemia and that had a very massive impact on our family, on how we knew life, the things we thought were important. I do understand that, partly because of that experience, when somebody is troubled at home, that can have a major impact on how they are likely to perform at work.*

Fayl, male

Similarly, Hjal's highlights that his life experience have changed his perception and now reacts differently to situations as compared to ten years ago:

*86. It is a professional relationship but there is also room for personal things, others have emotions and that is part of them and I have to incorporate that into what I am doing...so I don't say emotions are negative, maybe 10 years ago I would have reacted differently... a whole lot of things in certain periods of my life, like my brother's incident, have changed my perception...*

Hjal, male

In a similar thread, Eawl felt that values and upbringing influences one's character and ultimately shapes one's behaviour:

*87. My personal values play an enormous part in leadership (...), one is integrity and the other honesty, to be as honest as possible...And sometimes, its very deep-seated, goes back to their upbringing of their childhood...*

Eawl, male

*88. I think to me, family bonds are very strong and, you know, they define the person I am.*

Ajcl, female

*89. I think there's a lot to be learned from the values we posses, I suppose, it's a two-way process, you know. Sometimes, I also feel you use these values without realising it. At the end of the day, these values do impact your leadership and how you interact with people.*

Dlal, female

At its simplest level, Dlal's quote above suggests that she believes that people tend to use values on an unconscious level – *without realizing it* (quote 89) and elsewhere, Dlal stresses that certain values she had inherited from her family contributes to her leadership role:

*90. To me, I feel that values such as honesty, integrity, understanding contributes to the way you are as a leader and the way you manage things in your workplace....*

Dlal, female

## 2L Participants

There seemed to be strong support for this theme among 2L participants. Bci2 felt that life-work experience play an important part in leadership as it alters one's judgment and tend to become wiser as you grow older:

*91. In a broader context, its life-experience would play an important part because whether we are conscious of it or not as we get older and it alters our judgment, yes probably unconsciously... there's something beyond the organisation, beyond the university that shape and translate that into leadership quality.*

Bci2, male

*92. The values that I inherit from my parents make me act now with my family and with others in the way I do...I suppose, the core values are passed down is having that ability to have that flexibility. I'm sure it does relate to leadership because leadership is not given from above but you have to earn from below.*

Ips2, male

Fay2 had a similar view to Lag1's view on upbringing:

*93. You are what you are because of your upbringing and you somehow bring that into your leadership role in some way and I think they do have a role.*

Fay2, male

## 3L Participants

All 3L participants felt that values, life-work interface are crucially important and relates well to leadership. In particular, Kry3 described about how one communicate their values to others and its influence on leadership:

*94. Values play a very important part in leadership; crucial to transformational leadership...it's also about subjectivity stuff in it and the ability to communicate your values to others and therefore the ability to live your values rather than blaming one thing and living another.*

Kry3, male

#### 4.4.2.7 Personal Insight and Reflection

Having personal insight and reflection is different to having personal values, though they both seem to overlap. In its simplest sense, personal insight relates to how a leader is able to build from one's own personal collections of things and use this as a guide to make progression.

#### 1L Participants

Eaw1 revealed that his HOS role is different now compared to when he started six years ago. When he reflected his earlier years as a HOS, he often felt that he had tried to be particularly helpful to his staff but felt that they had often taken advantage of his trusting and naïve nature, which had led him to several problems and complications as a leader. Thus, he considers attitudes of helpfulness and trust to be sometimes potential weaknesses in leadership. Therefore, from his own personal insight and reflection, he feels that he is a better leader now and having a good balance of both, an awareness of EI as well as being a tough leader:

*95. You also, at times of course got to be prepared to stand up to resist and tell people that I cannot do what they want to do, to tell people what they are doing is unacceptable. For that you need toughness, but EI is important as well because you have to understand how people will react to different styles.*

Eaw1, male

Dla1 believes that having the ability to reflect in the job is very important for a leader:

*96. There is a need to reflect on what one's thinking and feeling and emotions and so on.*

Dla1, female

Elsewhere, she stresses again that reflection has a lot to do with the dedication towards one's job, as it becomes a learning process:



*97. There's lots of ways in which we actually reflect and I think is extremely important, but, I think on the other hand, I mean, if there isn't some sort of passion actually attached to the job, I just couldn't understand.[laughs...]*

Dla1, female

## **2L Participants**

From Cgh2's perspective, he felt that by 'looking at his own experience' he realized it was self-awareness, i.e. a component of EI (see page 14) that had changed his behaviour now compared to when he first started his career though he did not explicitly use the term personal insight or reflection in his dialogue and showing that he has EI qualities in leadership:

*98. I look at my own experience, in my early career I was not seeking a leadership role but at a certain point of my stage I can do that. It's partly work and life experience and certain aspects of my behaviour has changed...its self-awareness...*

Cgh2, male

## **3L Participants**

3L participants related much of their discussion about this theme on meta-cognitive and reflective insight skills. Lvj3 highlighted emotional maturity as being part of EI and had similar views to Cgh2 above:

*99. (Emotional maturity) is about people being sufficiently reflective, to be able to understand their own behaviour...*

Lvj3, female

From participants' quotes above, reflecting on their past life allows an individual to gain a broader understanding of things towards life because of the various experiences s/he may have undergone throughout the years (elements of psychoanalysis). It is also about being reasonably impartial in decision-making without having too much ego, which relates to one's personality

development (interrelationship with Theme 5). Reflecting relates to psychoanalysis and is discussed in the Discussion chapter. By conducting training courses for HOSs, 3L participants felt that those who possessed self-awareness were better able to use their meta-cognitive abilities:

*100. Well-designed role plays, case studies, simulations and meta-cognitive exercises are more appropriate learning strategies than lectures*

Lvj3, female

It therefore shows from this theme that self-awareness (a component of EI) is an important quality for leadership and supports Goleman's definition of EI on page 14.

#### **4.4.2.8 Strategic Vision and Direction**

##### **1L Participants**

Participants were quick to point out that this is a key theme though this may be implicit within other themes. Leaders provide the vision and direction for others, but the key is the ability to articulate that vision to inspire their staff, which is important otherwise that vision would not work. So, getting others on board to achieve their vision and direction requires EI qualities in a leader as illustrated below:

*101. I'm not a great visionary but I do see things that need to be done. But I'm absolutely clean that if I don't have a fairly good consensus behind those ideas then it won't work.*

Fay1, male

*102. I think a leader who is very strong in EI but does not have some vision, drive, determination, inability to cope with an imperfect world, inability to live with their mistakes (...) will not be an effective leader.*

Hja1, male

103. *There are people who are incredibly efficient visionary who do not inspire because there is no passion in them, no sympathy in them.*

Gpr1, male

104. *Leadership is the art of getting people to follow towards the same direction and support whatever the leadership vision is.*

Eaw1, male

## 2L Participants

90% of HOSs in this level felt that this was a strong theme of leadership. They agreed with the 1L participants that to get the support of staff requires an EI quality so that the leader is able to reach his vision and direction towards achieving their common goal:

105. *If you're going to get all working together, which I've never achieved but the aspiration of getting everybody working together must be that they must sign up 100% to that vision.*

Ips2, male

To reflect on Ips2's use of the words 'sign up', it appears to show from his experience that the ability to inspire staff is crucial to achieve leadership vision.

106. *Leadership requires a strategic overview and vision (...) I will get everybody's opinion and discussion and I will say this is my draft vision or strategy to comment but the final say is mine but the way I build that is from below and from above.*

Ips2, male

## 3L Participants

Participants in this level agreed that there are elements of EI to reach leaders' strategic vision and direction. However, they also felt that it is a difficult task.

107. *Empathy, I think you compromise, you have to be clear, have to buy into the strategy vision and fit yourself into the situation, it's a two-way process.*

Nas3, male

From Nas3’s perspective, a good leader is one who communicates clearly and effectively and has EI skills and keeps his staff informed and admits to his own doubts and weaknessness.

*108. There are power relationships and sometimes these power relationships are better to be acknowledged than fudged within the university...Yes, EI includes capacity to communicate well and capacity to demonstrate clarity of your vision, the direction and stuff like that...they all come together.*

Nas3, male

*109. If you separate the term leadership rather than the management, I would say that strategic view is one that I would expect that in a leader because they have to be able to provide that direction, and I think that is critical.*

Lvj3, female

This theme ties very closely with Theme 1: Inspiration, understanding and motivation, since to be able to communicate a leader’s vision to his staff, s/he needs to achieve a common agreement.

**4.5 Summary Findings of Participants’ Key Themes**

Thus, from a close analysis of participants’ grounded data through an IPA iterative process suggests that there are eight key themes to the study (see Table 5 below). These themes are not shown in any particular order of preference and are not mutually exclusive to one another.

**Table 5: Summary findings of participants’ eight key themes**

	Key Themes
1	Inspiration, understanding and motivation
2	General lack of awareness of EI
3	Interpersonal skills and qualities
4	Emotions and cognition: balance



5	Traits and personality development
6	Nature versus nurture: upbringing and life-work experience
7	Personal insight and reflection
8	Strategic vision and direction

Table 6 below shows a summary of the meanings attributed by the participants to the phenomenon in relation to its theme and its interpretations. The fit between these findings and the psychoanalytic framework and the extant literature is discussed in the Discussion Chapter.

**Table 6: Summary table to show the meanings attributed by the participants and its interpretation, grouped by individual themes**

Key Themes	Meanings of EI as a Leadership Quality	Making Sense Of Information
<b>Inspiration, Understanding And Motivation</b>	<p>All three are critical to role of leader</p> <p>Inspiring staff, motivates staff, which in turn motivates leader</p> <p>Distinction between the three</p> <p>Best leaders need all three, but takes time to develop</p>	<p>Most participants strongly agreed that this is a key theme to the key question of study</p> <p>They also felt that it's difficult to have all three</p>
<b>General Lack of Awareness of EI</b>	<p>Wide perception of how leaders are seen by others and how others see leaders (see pages 121-123)</p> <p>Structure of university inhibits EI in groups</p> <p>Has to do with gender</p>	<p>Individually tailored definitions</p> <p>Some lack of awareness of both, EI terminology and what it entails of leaders in the university</p> <p>Lack of awareness apparent in male leaders</p> <p>Better awareness after attending training programmes</p>

		Some resistance to management terminology and development
<b>Interpersonal Skills and Qualities</b>	<p>Wide perception of individually tailored interpersonal skills and qualities (see pages 125-127) that influence the collegial structure</p> <p>Some perception of the difficulties encountered in decision-making with some staff who were resistant to change</p>	<p>Interpersonal skills and qualities strongly influence leadership</p> <p>Type of skills and qualities depend on leadership role and to develop skills for appropriate behaviour</p> <p>Some awareness of why leaders above HOSs were prone to act in non- collegial ways</p> <p>Communication skill was pointed out as a relevant skill in leadership by the majority of participants</p>
<b>Emotions and Cognition: Balance</b>	<p>Both distinct but also interact with each other</p> <p>Emotions can cloud thought processes and affect decision-making</p>	<p>Tendency to read emotions as having negative connotations especially among male leaders in the university</p> <p>Viable leader should have a balance of both emotions and cognition</p> <p>Awareness of collegiality in decision-making process</p>
<b>Traits and Personality Development</b>	<p>Distinction between traits and personality development, with the former term determining the latter</p> <p>Wide perception of behavioural options from which to choose something appropriate</p> <p>Distinction between inherited traits and learned traits, and its impact towards leadership</p>	<p>Ambiguity in the classification of traits, qualities and skills</p> <p>Individually tailored definitions</p> <p>Lack of certain traits among leaders</p> <p>Certain traits are required at all times to run the school effectively</p> <p>Work context determines the</p>

		traits a leader would require
<b>Nature versus Nurture: Values, Upbringing and Life-work Experience</b>	<p>Wide perception of a broader understanding of their values, life-work interface and understanding themselves and how it shapes leadership</p> <p>The distinction between the three and how it relates to leaders' personality</p> <p>Some perception of how values are used at an unconscious level to others</p>	<p>Values, upbringing and life-work interface have strong influence on leadership</p> <p>Sharing life-work experiences with others helps to relate to others and understand their viewpoints</p> <p>Series of behavioural strategies employed that support EI in leadership</p> <p>Well-defined outcomes</p>
<b>Personal Insight and Reflection</b>	<p>Wide perception of how both relate to dedication towards one's job</p> <p>Distinction between the two, with the former term containing the latter</p>	<p>Sufficiently reflective in understanding their behaviour</p> <p>Sufficient understanding of how both creates self-awareness, and to be able to use meta-cognitive abilities</p>
<b>Strategic Vision and Direction</b>	<p>Wide perception of how to reach their vision and need for EI skills to communicate that vision to others</p>	<p>Most have some vision and direction of their school and try to get the support of staff to reach that vision.</p> <p>Some are great visionaries but not very strong in EI</p>

#### 4.6 Defining Outcomes

Interestingly, in addition to the identification of the eight key themes above, further insights into the meaning of 'EI as a leadership quality' were gained by the following two outcomes of:

- a. Participants' perceptions of 'EI as a leadership quality': this was done by examining participants' expected consequences of these behaviours, as well as looking at their perceived consequences of leadership.
- b. Participants' mixed perceptions of 'EI as a leadership quality': this was done by examining the expected consequences of behaviours of those who were over emotive, manipulated their emotions to suit their own needs and hence acting inappropriately to others in the workplace.

The purpose of trying to distinguish leaders between these two categories is to mainly compare and contrast the results of their perceptions of 'EI as a leadership quality'. By doing this will help to determine the way a leader interacts with others because of the meanings they attach to EI in leadership and therefore to be able to conceptualise their conduct (Smith & Eatough, 2006, pp. 326-327, see also page 9), which is the focal point of study. Additionally, it will also help to identify the type of leadership present in HE and is discussed below:

#### **4.6.1 Outcomes of Participants' Perceptions of 'EI as a Leadership Quality'**

For participants who seemed to favour EI and who seemed to display EI qualities perceive leadership as a non-isolated process and work together as a team, creating synergy among group members (quotes 1, 47, 51 & 63). For such participants, selecting the right people for the job seemed to be the main thing as this determines whether they can work together as a team:

*110. Most of the success is going to be on the people that you embark (...) I think it is very difficult to get to do something without EI being involved because if you try to take that out it makes the whole thing completely sterile and unhealthy.*

Fay1, male



Fay1 motivates his staff (suggests he has EI qualities), and in turn is motivated by his staff, thus he felt that EI is a crucial aspect in leadership and exactly what people are looking for when they conduct interviews:

*111. I also remember being interviewed for my Head of School job and that is exactly what people were trying to get me to express what were my particular traits that were suitable for this job...*

Fay1, male

*112. I've had conversations with people I've actually said to them, what do you think that other person's perceptions might be? So, I really think you can do that.*

Ajcl, female

*113. I influence my staff by having a forward plan of things, having a sense of communicating those plans and that kind of plans that's going to get everybody involved in it as a group and in that sense that the school will be able to achieve those outcomes. So, its about how getting them on board.*

Dla1, female

Eaw1 perceives himself as someone having a balanced approach to leadership exhibiting qualities of EI as well as being a tough leader, and this had brought success to the school and leading the way it should be and is proud that his school is rated one of the best schools in the country. He is a successful leader using a mixture of both, emotional and cognitive abilities in leadership practice and hence is able to relate well to his staff:

*114. I've always been very good with my colleagues in EI. That's how I've got the success and how I get this school, we've been rated as one of the best school on the basis of our students' evaluation in the country; we're a great research school.*

Eaw1, male

Similarly, Eaw1 and Cgi1 felt that having an 'open-door policy' to be particularly effective in getting to understand staff, similar to Mpl1 (quote 72). This shows the EI aspect in them, in other words having 'people-oriented' skills:

115. *I like to have open door policy is probably important, talk to people and if you don't have that, you're cutting yourself from sources of information. They have the faith in you.*

Cgh1, male

116. *You spend time with people, so I've a sign on my door. If my door is literally open, I have an open-door policy, anyone in the school can come in, any student, any members of staff.*

Eaw1, male

Interestingly, it can also be noted that participants who felt they had high level of EI tend to elaborate their expectations on the basis of their first-hand experience, mostly from Theme 6: Nature versus Nurture (quotes 24, 42, 82 & 95) while others tend to elaborate theirs on the basis of the observation of other leaders as described below by Cgh1:

117. *I came across one (leader) who made a lot of time for individuals, social aspect and in the end, make rational decisions, understanding and explaining it. Actually very focused and once they make decisions, pretty much lives by it.*

Cgh1, male

Most of the participants agreed that it is difficult to manage academics in HE and hence a difficult task for leaders. The phrase: “herding cats is impossible” was commonly quoted by some of the participants and is discussed in the Discussion Chapter (quotes 118-120). Similarly, other leaders, for instance Ips2 (quotes 54-55) echoed this sentiment though precise words were not used. Moreover, how HOSs used their EI skills to tackle such issues was not very clear though there were some evidence to show that some of the participants used inspiration and motivation to get the staff ‘on board’.

118. *Well, in HE, the common expression that you would have heard is 'herding cats is impossible'. It is really hard to manage this independent thinkers, who got egos on their own and they want their research to go on in here. Well, I think, rather than difficult, these independent thinkers are intelligent, they have got views of their own and their loyalty is often to their subject not to the discipline and not to the institution.*

Mlh3, female

119. *Herding cats is impossible is a popular phrase you would have heard...*

Opl1, male

120. *...one think I want to say is that leaders should be able to but a very difficult issue to develop other people, the phrase 'herding cats is impossible', somebody who is able to inspire and understand and you know develop another person to do that.*

Ajc2, female

Such mixed expectations perceived by participants were not surprising. What is more unexpected is that participants who were in favour of 'EI as a leadership quality' gave more detailed descriptions of the consequences of such qualities (quotes 46-56) compared to those who had mixed perceptions of EI in leadership. These differences may be explained by the former's propensity for self-reflection, personal values, and upbringing linked to Themes 6 and 7 (quotes 80-100).

#### **4.6.2 Outcomes of Participants' Mixed Perceptions of 'EI as a Leadership Quality'**

For participants who seem to have mixed perceptions of EI elaborated by examining the expected consequences of behaviours of those who seem to be over-emotive and those who manipulated their emotions to suit their own needs - relates to Theme 4 (quotes 57-63).

Interestingly, there was some evidence to show that cognition is a key process in decision-making from participants with 'mixed perception' of EI, which suggests that there were negative connotations attached to emotions in leadership by such leaders mainly from male leaders as what findings reveal (quotes 57, 58, 62 & 63) and closely cuts across the issue on gender.

On the other hand, Cgh1 considers himself as a task-oriented person and strongly feels that cognition should be the key process in decision-making though he thinks that EI is not bad *per se*:

121. *Sometimes, I can accommodate that and sometimes I can't. (...) if there's a task that need to be achieved in the end, you certainly need to focus on the task rather than worry about something.*

Cgh1, male

122. *Some people perceive leaders as inspirational and I think there are also autocratic, sometimes there is a need for that.*

Cgh1, male

#### 4.7 Making Sense of Information

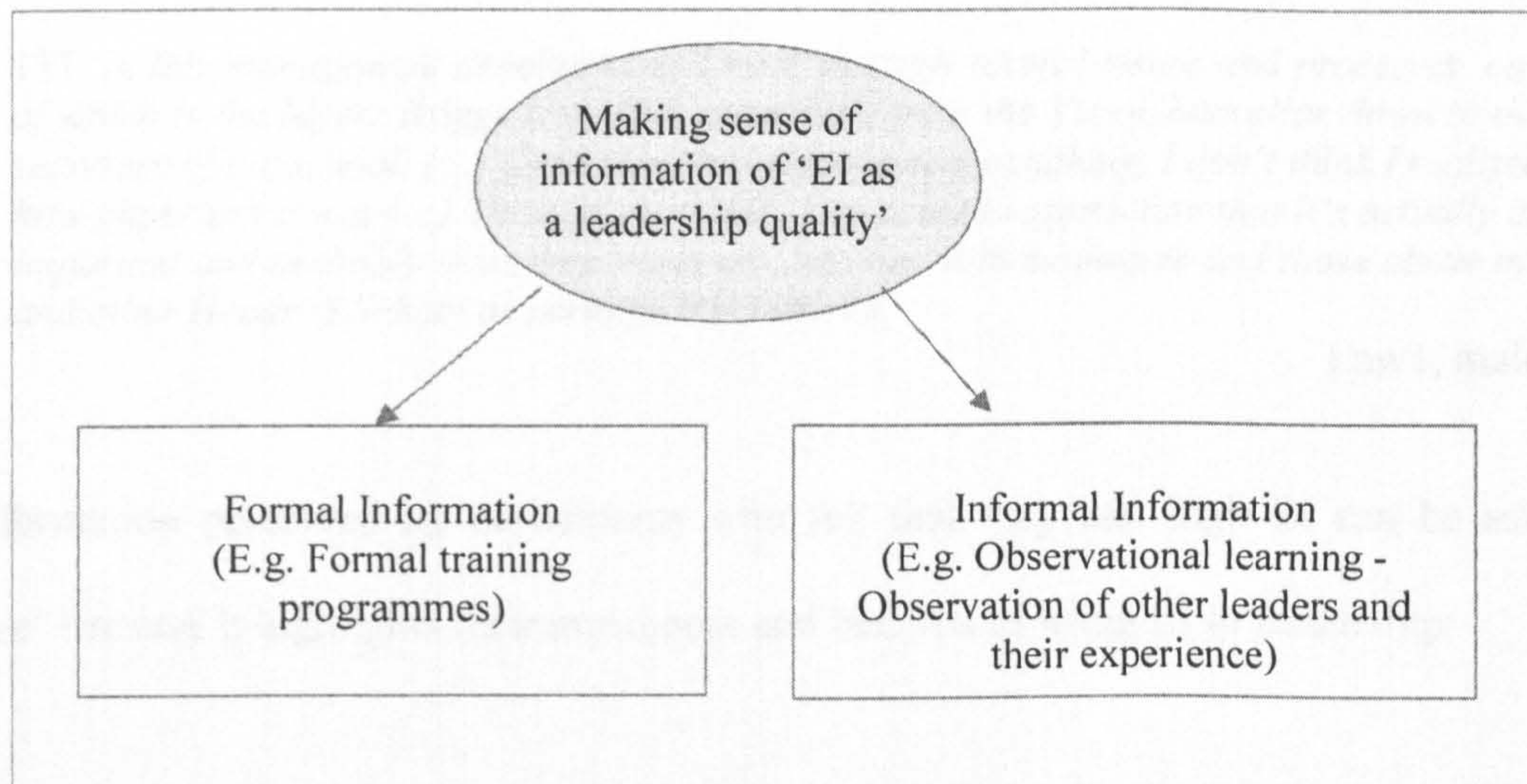
Participants often elaborated on perceptions of information about EI in leadership, including information through formal ways, i.e. training and personal development programmes and how they came to be more aware of EI terminology and EI itself compared to before, and the benefits of incorporating EI in leadership in HE. Since accounts on this issue were particularly rich, and in an attempt to *make sense* of all these data, I divided it into data relative to 'formal information' and data relative to 'informal information' and have called them as descendents and shown diagrammatically on page 151 (see Figure 5).

Most of the participants often demonstrated that they were not only aware of their own strengths, expertise and interests, but they were very aware of the organisation in which they were working for. They felt that they have to look at the organisational culture and see if it suits them and be willing to explore other options.

I have therefore defined formal information as information that explicitly aims to influence people's understanding and attitudes towards 'EI as a leadership quality' and have defined



informal information as information that may influence people's understanding and attitudes towards 'EI as a leadership quality' but which has no explicit intention to do so.



**Figure 5: Making sense of information of emotional intelligence as a leadership quality and its descendants**

#### **4.7.1 Formal Information**

Much of participants' accounts on formal information indicate that, in making sense of this kind of information, participants who felt that they had high EI exerted a greater ability to appraise critically the content compared to those with lesser EI. Examples of formal information are training programmes including joint programmes with other universities, 360<sup>0</sup> appraisal programmes and Myers Briggs personality test, and many more which participants have mentioned above.



#### 4.7.1.1 Critical Appraisal of Quality

As part of their attempt to *make sense* of the formal information, participants in this study not only assessed its content, but also showed an ability to critically appraise its quality:

*123. In this management development, I went through several issues and processes, one of which is the Myers Briggs test, 360<sup>0</sup> appraisals from the Vice-Chancellor down to the secretary of the school. (...) Until I had my management coaching, I don't think I realized how important it was (...) Through that 360<sup>0</sup>, I've come to appreciate that it's actually as important and probably more important my dealings with managers and those above me and other Heads of School as perhaps it is internal.*

Eaw1, male

The information perceived by participants who felt that they had high EI can be said to be 'positive' because it highlights their awareness and benefits of using EI in leadership:

*124. I've done quite a lot of personality test in leadership qualities and, if you like, preferences. Actually, I come out as someone as being very analytical and being able to take on to "gut-feeling", decisions and so on.*

Cgh1, male

#### 4.7.2 Informal Information

As described earlier, one source of informal information is the observation of other leaders (quote 126) and their experiences, i.e. observational learning. Interestingly, there is the observation of leaders who have 'high level of EI' compared to those who have 'low level of EI'.

So, if one has observed the former, then this information together with formal information may spur someone to become motivated to practice EI but this may not necessarily apply to someone who has observed the latter as this would depend on the observer and various other factors. For example, in the case of Ajc1 (quote 35) who had observed leaders with intolerable behaviours

(low-level of EI) in meetings indicates that it is not likely for someone like her with high EI (protective factors) to be easily influenced by observing someone with “a low level of EI”.

Other participants based it on social influence, for instance Ajc1 felt that social influence in general is important in workplace to understand one’s colleagues because it helps them to interact better and to manage relationships:

*125. I think by assigning time for social interactions with them. If every conversation is to do with work, you can’t understand the person.*

Ajc1, female

Fay1 felt that through his observation of one of his colleagues who got married and is now more of a ‘rounded’ person than before:

*126. I know enough to know that he has to share the family responsibilities with his wife. It has affected someone who was previously only interested in developing his research career and traveling around the world...Now, he is much more of a rounded-individual with other interest in life.*

Fay1, male

Such observation from leaders show that they are able to distinguish between ‘what is EI’ and the ‘lack of EI’ in leadership as this may determine the type of leadership and the way a leader interacts with others.

Therefore, in defining the above outcomes between these two categories, it clearly shows leaders’ perception and mixed perception of ‘EI as a leadership quality’ and summarized in table 7 in page 153f.

**Table 7: Summary table to show the distinction between leaders’ perception and mixed perception of ‘EI as a leadership quality’**

	Outcomes	Making Sense of Information
<b>1. Perception of EI as a Leadership Quality (Themes 2 and 5)</b>	<ul style="list-style-type: none"><li>i. Motivated leader, motivated staff</li><li>ii. Open-door policy - intermingle and understand staff better</li><li>iii. Elaborated their expectations on the basis of their first-hand experience</li></ul>	<p>Elaborated their perceptions through the following:</p> <p>1. By formal means (training programmes)</p> <p>Participants who felt had high EI:</p> <ul style="list-style-type: none"><li>i. Exerted a greater ability to appraise critically the content compared to those with less EI</li></ul>
<b>2. Mixed Perception of EI as a Leadership Quality (Theme 4)</b>	<ul style="list-style-type: none"><li>i. Elaborated the expected consequences of behaviours with those who were over emotive and manipulated their emotions</li><li>ii. Negative connotations attached to emotions in leadership, clearly from male leaders</li><li>iii. Elaborated their expectation on the basis of the observation of others</li></ul>	<ul style="list-style-type: none"><li>ii. Not only assessed its content, but also showed an ability to critically appraise its quality</li><li>iii. Perceived to be positive because it highlights their awareness and benefits of using EI in leadership</li></ul> <p>2. By informal means (observation of other leaders and their experience - observational learning)</p> <ul style="list-style-type: none"><li>i. Based it on social influence - can help leaders to interact better and manage relationships</li></ul>

**4.8 As a Being**

Additionally, based on the outcomes of the perceptions from the two different categories above, there seemed to be a fine but clear distinction in the way HOSs processed this information or



rather perceived it and this was based from 'within self'. Most of the participants felt that there was a delicate balance between leadership and a leaders' passion actually attached to the job. In other words, it is clear that a lot came from leaders' inner self to be intrinsically motivated come from 'as a being' more than anything else; if you are not inclined to do something, then you will not do it:

*127. I've always felt that if one didn't care what one's doing, then there's not much point in doing it, in fact you're not going to be able to inspire other people if you're actually not keen in doing or not care about people that way when leading (...) I mean, some sort of passion actually attached to the job... I just couldn't understand.*

Dla1, female

*128. I have the formal training ...and all the rest of it. But, actually, in terms of leadership, I find that the ability to be more intuitive on how you reach certain decisions...it is actually the internal process going within you.*

Cgh1, male

*129. My life would be miserable if all I do is sit here and issue orders. I don't like that at all. I actually enjoy the interchange with people.*

Eaw1, male

*130. I think most of us learn by our own experiences in life...*

Fay1, male

It is clearly evident from above that participants frequently use words such as "I 've always felt", "it is actually the internal process within you", "looking at my own experience", "we learn by our own experiences in life", "we do things without realizing" shows the motivational (emotional) drives in a person that govern one's behaviour.

## **4.9 Summary**

In this chapter I presented the results of my study clustered into eight key themes. These themes revealed participants' attempt to make sense of their perception about 'EI as a leadership quality' from their lived experience and how it revolved around the understanding of:

- i. The meanings attributed to this phenomenon and how it affects their perception
- ii. How that determines their leadership behaviour
- iii. The impact it may have on others in the workplace

IPA is an interpretative discipline and requires a human mind to interpret and I hope that this chapter had offered an unending hermeneutic interest and pleasure to the reader.

## **Chapter 5: Discussion**

- Comparison of themes to psychoanalytic theory and extant literature
- Summary of results
- Implications of study

## **5.1 Introduction**

In Chapter 2, I critically analysed current knowledge on EI in leadership, both from a general and from a specific level derived from the various existing theories. In the same chapter, I examined the main gaps in current knowledge, highlighting a lack of holistic approaches in investigating what exactly may make a good leader or rather what may distinguish leaders from non-leaders and the lack of research from a qualitative paradigm that could have focused on the leaders' subjective perceptions in an academic context. Phenomenology fills these gaps by giving participants the opportunity to construct the meaning of the phenomenon in a way that reflects the world they perceive.

This chapter will address the second and the third objective of the study, which is to explore the findings using a psychoanalytic framework and to examine these findings in relation to the literature (see Objectives 2 & 3, page 8). The psychoanalytic approach used in this chapter is almost exclusively 'Freudian' though other strands of psychoanalysis particularly the 'Kleinian' approach influenced by Freudian perspective is used, however to a much lesser extent. The purpose is to illustrate clearly the reality of leaders' situations through some of her concepts such as *container/containment* and *paranoid-schizoid/depressive position*.

## **5.2 The Use of Psychoanalytic Concepts to Understand EI in Leadership**

Psychoanalytic concepts are used to enrich the researcher's interpretation of the findings to provide meaningful insights into leadership behaviour, which may in turn provide further insights associated with the organisational processes.



While explaining the psychoanalytic concepts in relation to a theme to explain the social phenomena in HE, it is inevitable and unavoidable without relating to some of the clinical aspects of psychoanalysis to provide evidence to support the theme (Kets de Vries, 2004; Rao, 2006; Winnicott, 1975), however, this is kept to a minimum.

The eight key themes have no order preference and are not mutually exclusive to one another: they certainly seem to overlap; for example, the same concept(s) recur in other themes suggesting the interconnectedness between themes (see Table 8: Summary showing the key psychoanalytic concepts explored under each theme, pages 190-193). All psychoanalytic concepts used in this chapter are italicized. To illustrate a leader's view using a psychoanalytic concept, the numbered quote(s) relating to this are enclosed in parenthesis and can be cross-referenced against its numbered quote(s) in the Findings Chapter.

In the sections to follow, I critically analyse the eight key themes in light of the psychoanalytic theory and examine these themes in relation to the supporting literature, drawing out the key factors that need considering if we are to acquire a robust, and evidence-based understanding of EI in leadership in HE. I have selected issues in terms of their significance based on what leaders say about EI in leadership in HE with respect to the key question of study within the context in which HOSs operate. Prior to this, a brief description, presented as an opening paragraph, about each theme based on the interpretative levels of all three-levels of participants from the Findings Chapter are presented below:

### 5.2.1 Inspiration, Understanding and Motivation (quotes 21-31)

Participants believe that a leader who inspires his staff takes a genuine interest in others, and once his staff realise that the leader is taking a genuine interest in them, they will be more motivated to do their best, in turn motivating the leader. Participants strongly felt that this was a key theme to the key question of study and added that to be a better leader, a leader needs to be able to inspire, motivate and understand his/her staff, in varying degrees and context, though it's difficult to have all three of them and may take time in a leader to develop.

From Bcil's viewpoint (quotes 23-24), he makes it part of his commitment to the school to actually know his staff and have a feel for what they are doing and where their personal motivations lie. Otherwise, he felt that he might be making completely inappropriate judgments about others especially if that does not match with their own aspirations and skills. Part of leadership is about manipulating people because if you can suggest to someone to do something and if that fits with their own motivations or inspired to do it, they will do it. So, from this perspective he believes that a leader might ask one person to do something in a completely different way to the way s/he might ask somebody else to do it because s/he understands their personality. Seen from a psychoanalytic perspective, Bcil acts as a *container* and provides the *containment* for others in the workplace. Bcil believes that a leader needs to be able to inspire and motivate his staff and almost a good leader needs to understand whom they are leading. From a Freudian perspective, this can be explained by the *herd instinct* theory. Because of a basic instinct in humans, led Freud to explore whether human beings form groups and behave in a social manner. Two famous early studies (Le Bon, 1920; McDougall, 1920) about individual and group behaviour in organisations emphasized that emotional contagion as being the most

important process in a group that led to the intensification of a group's emotion. This view was strongly agreed by Freud that led him to introduce *libido* to explain group behaviour. Freud (1922, p. 37) stated “*Libido* is the energy of those instincts to do with all that may be comprised under the word love”. He, therefore argued that the binding force of a group, derived from early childhood are expressions of the *libido*, i. e sexual energy that holds a group together. Therefore, from Freud's perspective, the leader is believed to love the members of his group and therefore, each member has a *libidinal* tie with the leader and consequently with every other member of the group, i.e. having a *herd instinct* as shown diagrammatically in Figure 6 below. This diagram explains how the members of a group have substituted the leader's (Outer object x) ego and have consequently identified themselves with one another in their ego:

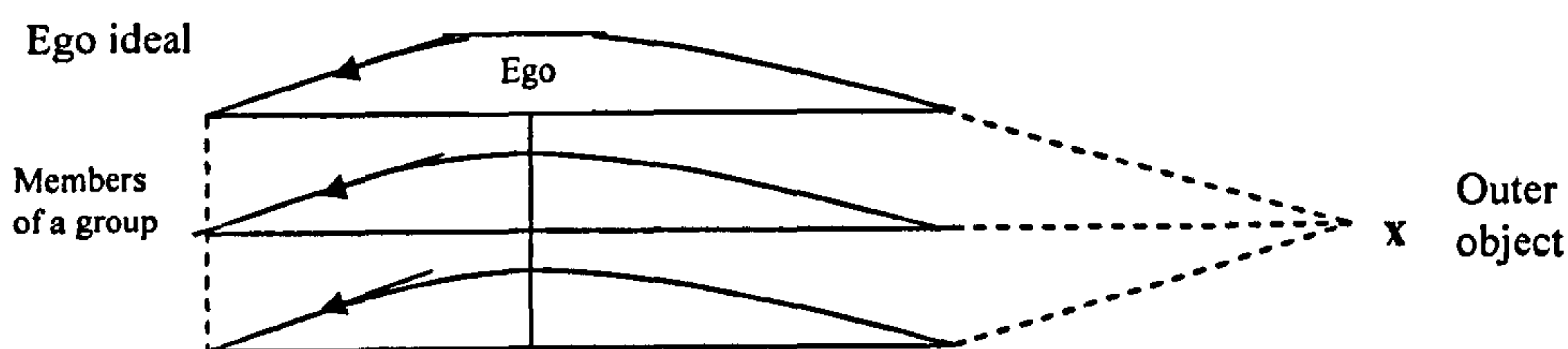


Figure 6: The formation of a group (Freud, 1922, p. 80)

In explaining the libidinal ties, he used the concept of *identification*; the process whereby when an individual identifies with another person, s/he finds something attractive about that person and seeks to join with that person in some way (De Board, p. 18). In the process of *identification*, the individual wishing to be like the other person, *introjects* that person into the *ego*, while those that are painful are pushed away - *projection* (ibid., p. 21). Therefore, in a group, each individual takes the leader into himself as his *ideal* and identifies himself with his leader, someone they admire – *introjective identification*. In this way, they become more like the admired person.

Also, having a part of that person in them, they feel closer to them and usually like to be physically and emotionally closer to them.

Using an anthropological view, Freud (1951) further used the concept of *primal horde* to explain group behaviour whereby the leader of a group is incorporated into each individual through the process of *introjective identification* and the leader is the primal father. In this situation, the group still wishes to be governed by unrestricted force (Freud, 1951, p. 99).

Reading participants' text from a psychoanalytic viewpoint, one can experience with the characters [participants] the emotional truth of the processes Freud had conceptualized. According to Freud, the emotional responses of others towards life is important, perhaps in the way the meaning is derived from their emotional responses (see Phenomenological Epistemology, page 48). Seen in this light, he believes that it is not possible for someone to be emotionally deep in an experience but to reflect an *unconscious phantasy* outwardly. According to Kets de Vries (2004, p. 187), *unconscious* refers to "that part of our being that is hidden from rational thought that affects and interprets our conscious reality". As such, *unconscious* processes of individuals derived from their early childhood experiences and through their later workings as their life-cycle progresses may influence their behaviour and actions in their adult life.

In psychoanalytic clinical settings, a therapist attempts to solve this problem by being emotionally in touch with the patient, and at the same time consider what the events of the session mean in relation to the patient's history and the theory in which they are working.



Similarly, the above examples as described by Bci1 above shows what Bci1 meant by “know his staff and have a feel for what they are doing and where their personal motivations lie”.

In comparison, Cgh1 described how when he first started his leadership role, understanding his staff seemed to be so difficult (quote 25). He felt that he could not meet with every individual in his school, however felt that as a leader he had to represent them. One of the things he recognized most as a leader was that staff usually felt intimidated when they came to see him, so he had an ‘open-door policy’ to talk to them whenever they needed to - *container*. Cgh1’s description shows that he acts as a *container* to his staff providing the necessary *containment*, such interactions with his staff establishes the rapport and relationship (Fineman, 2003), in turn allowing them to have the faith on him as a trusted leader. However, Cgh1 felt that the structure of the university might influence the opportunities to interact though they may have social activities within the school (quote 25).

### **5.2.2 General Lack of Awareness of Emotional Intelligence (quotes 32-45)**

Participants felt that there was a general lack of awareness both in EI terminology as well as what it entails in a leaders in the university. However, there was some general acceptance that some of the participants were aware of EI after attending training programmes in the university. Additionally, there was some acceptance from leaders that they were more familiar with the older term ‘people-skills’ as compared to the term EI.

Findings reveal that some HOSs in general have low concern for others’ thoughts and feelings, agreed mostly by 2L and 3L participants and this was most evident when HOSs attend meetings

with other leaders (quotes 32 & 34-35). Additionally, some HOSs felt that the concept of EI was poorly understood by other leaders, which suggests that perhaps some leaders in the university have low concern about emotional issues and interpersonal matters and therefore, the disproportionate preference for 'thinking' over 'feeling' among them. Though some leaders may value strong leadership, their personality, formal training courses, and their organisational structure may at times conspire against them to be neither good leaders nor good followers (Bown, 2006; Watson, 2003; Young, 2004) in turn, perhaps clashing with their own priorities in running the system.

Both Ajc1 (quotes 34-36) and Dla1 (quotes 37-38) had similar experiences. In the case of Dla1, she felt that she had not used EI in her groups and ascribed this to the nature of her group being adamant and not approachable, and perhaps also to do with the hierarchical structure and culture of the university (quotes 37-38). She added that it was sad to be in such groups and therefore not a happy situation. She felt that this somehow made her to be blunt to do her job in some ways but not exactly forceful and understands that she got to respect the customs of the school and to be sensible as a leader. From her experience she believes that EI at times may not work at certain situations and can be difficult when dealing with others.

From Ajc1's perspective, some leaders behave with such intolerable thoughts to others in meetings that she stopped attending those meetings. She thinks that the qualities of a leader and the people who achieve leadership position, to a large extent, are dependent on the culture of the organisation. She felt that the university might have a very 'macho' culture that might select against so many attributes, which can probably loose out on some of the softer skills essential for

leadership. This again could be explained as *splitting* and *projective identification*. The very interesting *psychic* state such as envy and greed is very true of organisations in conflict (see Intra-Psychic Issues, pages 28-29). The complexities of the internal life and their links with the contradictory external world are important for group processes in organisations (De Board, 1974; Domagalski, 1999, Fineman, 2003). By exploring what holds individuals and groups to their own set of beliefs and value system can help to understand why it is difficult for organisations to change or adapt.

Interestingly, based on the examples of both D1a1 and A1c1 of how EI is perceived in leadership from an intra-perspective level and inter-perspective level respectively, they seem to suggest implicitly there are differences with regard to perceptions in relation to gender and is discussed towards the end of this chapter (see Implications of Study - Gender, page 196).

Freud explains how the *unconscious* processes of individuals affect *intersubjectivity*, in turn, influencing leaders' decisions and actions in the workplace (Diamond, 1988; Diamond, 1990, p. 41, Finlay, 2005). The structure of *intersubjectivity*, also known as thematic patterning (Gadamer, 2000) and located in human-interactions is the common meaning understood by groups within an organization, for example finding for reception from others, micro analyzing for tiny moments such as eye-movements, tonality, body language that may initiate something on the other person. From a psychoanalytic perspective, *intersubjectivity*, has the potential to influence one's subjectivity (Gadamar, 2000, pp. 279-282; Keul, 2002, p. 254) though there may not be much research done in this area to make firm conclusions. D1a1's *intersubjectivity* may

have influenced her way of thinking in the way she manages her group and therefore she finds that using EI may not serve much purpose when interacting with others in the workplace.

Interestingly, only Kry3 described about non-verbal communication (quote 45) such as body language, eye movements, tone of voice and how that may impact on others' emotional states (see Implications of Study - Non-Verbal Cues, pages 196-198) during interaction - *intersubjectivity*, and therefore considers non-verbal communication to be an important aspect of leadership. He felt that this may lead others in the workplace to be more likely to be appreciated and supported essential in leadership. However, there seems to be no clear literature to show the links between non-verbal communication and leadership though a lack of understanding and knowledge in non-verbal cues can also mean a lack of awareness of EI.

Most of the 3L participants were in view that an essential quality of a leader to lead a group is to be authentic in every aspect since every leader is unique and as such different in the way they lead and manage their staff. Cgh2 observed (quote 39), that how one of the best leaders he had seen in the university (observational learning) as someone who makes a lot of time for others, looks into social aspects, makes rational decisions explaining its reasons. Cgh2 admires his colleague and admits that he is far away in conducting that kind of leadership. This suggests that Cgh2 appreciates leaders with EI qualities that he may lack(s) himself - *identification* and perhaps may try to *introject* these EI qualities into his *ego self*. Similarly, there was also evidence (quotes 41-42) to show that Ips2 acquired his EI qualities by 'osmosis' (the term described by himself) and found it to be very useful in leadership. This suggests that he may have acquired such qualities through an *unconscious* process *introjected* onto him.



Through several training courses and one-to-one business coaching conducted by the university for leaders, including HOSs, findings reveal that there is a marked difference in the way HOSs interact and show concerns for others and agreed by the 1L and 2L participants who attended the training programmes offered by the university. According to the 3L participants, there had been a major shift towards leadership development over the years and that this will enormously help in bringing about a cultural change in the university and also hopes that such programmes will bring leaders to improve their awareness of EI in leading others in the workplace.

### **5.2.3 Interpersonal Skills and Qualities (quotes 46-56)**

Clearly, all leaders supported this theme and felt that interpersonal skills and qualities have a strong influence in leadership (see Leadership Framework, 2.7, Appendix I) because they have much to do with EI. When describing Theme 3, there seemed to be a connection between this theme and collegiality though this term was not explicitly mentioned by participants, but were described through words such as 'synergy', 'team work', 'creativity' and 'enthusiasm' in a leader, and the way relationships are managed. Participants believed that programmes conducted by the university for leaders might have an influence in developing some of their skills and qualities.

Ips2 described (quotes 54-55) how he became a leader by chance several years ago and through his persistence and energy kept re-building his work even though he knew it was difficult to manage his staff in his school. He attributed his selection as a leader to the Dean who selected him for his competency and felt that his present staff did not think that he was the right person

for the job. His school was then sub-divided into various other sections with a mix of research, teaching and clinical staff where many staff were senior in age and position compared to him. Below I have described the internal anxieties and the external events that come together in such a situation:

Ips2 described the unpleasant experiences he went through during this period and felt ambivalent about his leadership responsibilities and power because of his new position. He adopted the role of a proactive leader and the wish to be a *good* leader to his staff at a time when the school was going through a crisis of uncertainty. Despite that, he felt that he was not able to hold that attention with his staff, which then caused further *splitting* and *polarization* of its school members into its own divisions in time to come. The *regressive* feelings of his staff as a response to frustrated *mirroring* and *idealizing* of its leader led to one part of his school perceiving themselves to be *good – self good* and another part of the school to be *bad – other bad*. However, over the years, he feels that the intra-interpersonal conflicts are much better now. This example of *twinsip transference* of Ips2 illustrates a dysfunctional consequence in an academic school, however, not all *twinsip transferences* are counterproductive as illustrated above.

*Transference* of emotions occurs between two people when one transfers feelings and desires, usually *unconscious* processes retained from childhood to a significant other in the present (Bateman & Holmes, 1999, p. 97; Strean, 1979, p. 87). From Freud's perspective, such psychological response from the lack of support from staff helps to explain dysfunctional organisational consequences (Kets de Vries, 2004, p. 184) prevalent especially in hierarchical structures like HE. The above example of Ips2 using psychoanalytic concepts help to explain

why some leaders are not able to adjust their behavior to effect changes in the workplace. In the case of Ips2, he was not able to effect much (positive) change in his school as a leader even if he tried due to the perceptions and feelings his staff had of him from the beginning. Nonetheless, the analysis of *transference* dynamics in hierarchical positions, characterized by superior-subordinate relationships provides a way to enhance our understanding of organisational behaviour and processes through leaders' perception (Diamond, 1990, pp. 37-39).

On the other hand, Eaw1 and Bci1's description (quotes 48 & 49) of past situations explains the need to be tough leaders - *narcissism*. According to Pullen and Rhodes (2008, pp. 5-7), *narcissism* refers most generally to an obsession with self, and with self-preservation, which individuals *consciously* and *unconsciously* perform as part of their everyday lives in building and defending their identity (Jorstad, 1996). Eaw1 described that, at times, he had to be prepared to stand up to resist and tell his staff that he cannot do what they want him to do because it is not unacceptable. This suggests that Eaw1 displays elements of the defense of self-image - *ego ideal* through the admiration of others and the love of the *self*, achieved in a markedly different and gendered way, hence perceived as *narcissistic* leadership from a psychoanalytic perspective. However, he also felt that he needs to display EI skills and qualities because he has to understand how others react to him. He therefore, believes that toughness is an important quality for a leader (Jorstad, 1996; Ket de Vries, 2004) because as a leader one will encounter oppositions and at times the opposition will require confrontation(s) (Fineman, 2003, p. 78-79; Smith & Peterson, 1988, pp. 143-145, see also page 29). Ket de Vries (2004) adds that it may be important for a leader to have strong values and beliefs so that s/he is able to communicate that with clarity and conviction to their staff to achieve their common goal. From a psychoanalytic perspective,

narcissistic leader treats reality as a *projection* of *self* – a condition where ‘the world is a mirror of the self, a surface on which one’s own needs are *projected*’.

Additionally, from a clinical perspective, Kets de Vries (2004) demonstrates that *narcissism* is a prerequisite for anyone who hopes to rise to the top of an organization. He (ibid., p. 188) argues by saying “narcissism offers leaders a foundation for conviction about the righteousness of their cause” confirming the linkage between childhood and adult behavior. At times, the strength and even inflexibility of a *narcissistic* leader’s view gives followers something to identify with and to hold on – *group identification*. Narcissism should not be taken to mean that leaders play a *narssicistic* role in organisations. My purpose here is not to classify *narcissism* of a HOS as being constructive or reactive but to point out that it is a key ingredient for success, however, if exercised in excess by a leader - *narcissistic excess*, it can be a “toxic drug” as pointed out by Kets de Vries (2004, p. 189).

Interestingly, in order to develop a more thorough and nuanced appreciation of the implications of *narcissism* for leaders’ behaviour, this part articulates a gendered perspective on *narcissism* that accounts for different forms of leadership, that are self-focused but not necessarily traditionally masculine, as shown from example of Eawl above. At a slightly different strand, Pullen and Rhodes’s (2008, p. 5) recent study on *narcissistic* leadership on contemporary organisations state “while the value of existing theories of leadership and *narcissism* are acknowledged, it is noted that they treat *narcissism* in an implicitly masculine fashion”. For individuals in positions of leadership, *narcissistic excess* is said to lead to a dysfunctional fixation on power, status, superiority and prestige. In this regard, *narcissism* can be related to extreme cases of dysfunctional parenting, hence wanting to be *narcissistic excess* when an



individual later becomes an adult and displaying behaviour, similar to characteristics of an autocratic leader. The need for attention is crucial to a leader with *narcissistic excess* and as such they will do anything to obtain that attention. It may be predicted that, from Freud's perspective the above factors will lead the individual to seek the missing admiration, such as to be strong and admired, at the later stages in his life -grandiose *self*. Thus, it can be argued based on the above discussion, that (gendered) *narcissism* and leadership provides a rich understanding of the *narcissistic* behaviours of leaders in an organisation.

Some HOSs for example, Hja1 and Ips2 employed other methods of *ego* defenses such as *humour*, i.e. a form of mature defense mechanism, to intermingle with their staff (quotes 50 & 54). Ips2 believed that it is the key to the way he does his job. Though there are other traits that he works with to enable him to do his job, *humour* is one of them that Ips2 tries to have. He tries to be receptive and be a good and balanced listener to the others in the school. He deals with people totally equally from all parts of the school and does not favour staff who comes from the part of school that he came from and he has to show that in as many different overt ways. Therefore, he believes that having a sense of *humour* helps him to interact with his staff in the school and get their willingness to do their work.

Similarly, Hja1 believes that a good leader does not necessarily need to be inspirational but someone who communicates clearly, effectively and keeps others informed and admits to his/her own doubts and weaknessness. He believes *humour* to be more important than inspiration because it can bring pleasure and personal satisfaction to an individual, which enhances workplace climate (quote 50).

Freud recognized that *humour* allows us to share our emotions, without feelings of discomfort and to relax with pleasure (Bateman & Holmes, 1995, p. 92). Earlier research (Vailant et al., 1986) had shown that those who use *humour* are consistently happier and more successful and stable occupationally, and in their family lives. Recent study by Forminaya (2007) supports the view that *humour* is used as an alternate identity in organisations, as described by Ips2 and Hjal above, who employ *humour* in leadership. In particular, Ips2 considers it as key in doing his job, suggests that some leaders in HE have charismatic type of leadership identified as one of the prevalent types of leadership in HE (Walter & Bruch, 2008, see also Charismatic Leadership, page 20).

#### **5.2.4 Emotion and Cognition: Balance (quotes 57-64)**

90% of the participants felt that EI in leadership is important, however, 60% among them felt that emotions were more likely to have negative connotations in leadership perceived especially by the male leaders, which cuts across the notion of gender. Additionally, there was some evidence to show that male leaders generally tend to display less EI skills compared to female leaders. They highlighted the balance of both, cognition and emotions in a leader in the university for leadership to be viable and exercised.

From Lagl's observation (quotes 62-63), men tend to often 'park' their emotions on one side compared to women who find it difficult to put aside their emotions in the workplace. He thought that most leaders in the university tend to lead by rational argument. From experience, he related EI in leadership to gender and believed that being emotional may have a particular context or meaning particularly men who would avoid being in a situation seen to be emotional.

Individuals bring to their work a balance of both, masculine and feminine traits formed from their own *paternal* and *maternal identifications*, which forms the basis of their *psychic* bisexuality. A girl has more profound and unbroken identification since childhood with her mother as a nurturer and *container* compared to a boy, who has to misidentify with his mother, with separation taking precedence over connection and has to ally himself with his father. This therefore, cuts-off the boy's emotional attunement and the capacity to perceive other's needs and concerns that was once part of the primary bond between him and his mother. Seen from this perspective, it explains why women leaders, Dlal's and Ajcl's experiences described above in Theme 2 seems to display deeper nurturing *maternal transferences* to others, both male and female in the workplace.

On the other hand, as described by Dlal earlier in Theme 2, there may be ego-defenses against *over-identification*, complaints against men, career-success, difficulty in experiencing themselves as a capable leader and therefore the tendency to *regress* to their original mother-child relationship. When such *regressive* wishes and impulses return to their consciousness, tension and anxiety may start to develop and further defenses may have to be mobilized to alleviate the resulting conflict and to stabilize the personality at the expense of distorting internal reality. Therefore, if female leaders are able to disentangle themselves from such *regressiveness*, it may help them to become better leaders in HE in enabling them to manage their staff more easily by being less emotional.

On the other hand, male leaders as illustrated by Lag1's example below, may tend to react to females by distancing themselves or misinterpreting their actions. Freud explains the relationship between a male leader to a male follower as being dominated by aggressiveness - competition with the *Oedipal* father, hence the necessity for toughness - *narcissism* as described by both Bci1 and Eaw1 earlier (quotes 48 & 49). Particularly, Lag1 described that in universities, it is very difficult to exercise leadership without an impressive intellect because universities are full of bright people (quotes 62-63). He added that if a leader's own intellect is seen to be shaky or not very confident, it may be quickly exposed in an academic context and may not be able to remain as a credible leader. Lag1 believes that the intellect of a leader is a key leadership quality especially in HE context - *narcissism*. He however, adds that the intellect of a leader needs to be coupled with other attributes such as EI qualities.

Eaw1 described how he started as a lecturer and how his career path progressed steadily over time and believed that he did not have any leadership traits in the beginning or wishing to express them. During his leadership, he described the problems he encountered with staff and how he came across to some staff as being 'scary', similar to characteristics of an autocratic leader. Over time, Eaw1 developed certain traits and his perception now is rather different compared to before. He described the two characteristic traits to be firstly, the willingness to work with staff and to see them develop, and secondly, to have an inquisitive and active mind to work as a better leader. Thus, from his experience as a HOS over the years, it suggests that Eaw1 had acquired a mixture of both emotional and cognitive abilities that allowed him to work more harmoniously with his group compared to before - *group identification*. For a leader to make the right decisions, s/he must have a reasonably clear mind to think through, i.e. cognitive



abilities while at the same time having some EI skills and qualities. This suggests that if a leader has some degree of EI, then the quality of that decision-making becomes better through appropriate awareness of those emotions because of the leader's ability to recognize those emotions in others and to be intuned with others in the atmosphere of the situation. This then produces better results because of its cohesiveness and there are some literature that support this (Ciarrochi et al., 2000; Davies et al., 1998; Zeidner et al., 2001). This may be similar to Ket de Vries's (2004) triangular representation of character, i.e. having a balance of both cognitive and emotional abilities, which ultimately governs one's behaviour (see page 32).

#### **5.2.5 Traits and Personality Development (quotes 65-79)**

There was a great deal of ambiguity in the classification of traits, qualities and skills and it was apparent that HOSs used these terms interchangeably. A few of them believed that the moral standards among leaders had generally declined, while some perceived that leaders needed certain fundamental traits to effectively run their school, yet others believed that traits can be inherited as well as learned along the way. In some case, participants felt that the role of a leader and the context in which a leader was working to be more important as that would determine the traits a leader would require. However, they also felt that some traits may not apply well in all situations. Interestingly, there was some evidence (quotes 72 & 115-116) to show that some participants were quick to point out that, above all, traits have to come instinctively to a leader that makes the difference as they felt is the key to leadership.

Findings revealed that HOSs in the university generally come in short in traits and this can be described by the state of the mind as one of *splitting* and in others by the process of *projective identification*, that the fault lies elsewhere. Firstly, we can't quantify traits in terms of numbers

and say that the more traits a leader possess would make him a better leader than others, and secondly we cannot measure traits in terms of its effectiveness, and say that one trait is better than the other. There may be certain traits required in a leader that may allow him/her to be a more successful leader in a particular situation or context than the lack of those traits (William, 1997; Yukl, 1989; Yukl & Van Fleet, 1992) and this act of a leader may probably be *unconscious* than a *conscious* one.

For Ajcl, one of the key features of a leader is to be able to see the 'bigger picture' (quote 65). From her perspective, by having to look at the 'bigger picture', it may help a leader to work together as a group and meet organisational agenda, however the main drawback of it is the leader should know his/her environment, for example understanding the historical context of its organization, being aware of the key trends and the developments in the wider HE sector.

#### **5.2.6 Nature versus Nurture: Values, Upbringing and Life-Work Experience (quotes 80-94)**

Almost all participants in this level felt that this theme has strong influence to leadership, illustrated by examples below. Most of them brought in their life-work experiences to describe how that related to leadership and they pointed out that by sharing their personal experiences with staff, they felt that it allowed them to relate to staff better and staff would much likely be interested in what they are saying than otherwise. Others felt strongly that one's upbringing and inherited values influence their character and ultimately their behaviour and action.

Despite the demands and disappointments of HOSs' life experiences, which contribute not only to the development of their defense mechanisms, it also adds to the intensity of their defense-mechanisms as illustrated by the examples below. These defense mechanisms influence the nature of leaders' personality, in turn affecting their role as leaders and how they manage their emotions such as stress and anxiety in the workplace. Particularly, Cgh1, Lag1, Eaw1, Ips2 and Fay2, (quotes 80, 81, 87, 92 & 93 respectively) described how their values and upbringing strongly influence their role as a leader and leadership.

Fay1<sup>1</sup> described (quotes 82-85 & 93) how he had learned so much from his parents, and ascribed this to a combination of both inherited and learned values. Fay1 described his father as being a very modest and honest person but at times honest to a fault, and would say things that people may not find it very palatable because they did not want to hear the unpleasant truth about something (quote 83). He often thought that his father could have been more diplomatic in a number of cases but had a sort of honesty that doesn't fail him in the long term. So, Fay1 likes to think that he had inherited that sort of bluntness from his father - *paternal transference*.

As individuals we inherit certain qualities and values, both good and bad from our parents. From Fay1's illustration above, he was able to provide that personal insight and reflection (relates to Theme 7) because he was conscious of his past experience (from his father) and able to relate it to his current leadership experience (quote 93) in a positive way, similar in sense to the hierarchical relationships present in HE. Interestingly, this illustration of Fay1's example

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<sup>1</sup> Fay1 and Fay2 refers to the same participant as he was interviewed in the 1L and the 2L, hence for simplicity, Fay1 is used, otherwise explicitly mentioned.

provides a modernistic view of psychoanalysis, which shows how one can make changes to their 'present' based on their 'past' as opposed to the classical view of psychoanalysis. Fayl thus believes that what you do badly can affect oneself and affect somebody else and added that he had tried to get his children to think of that in those terms as well. The interpretation of *transference* here is useful because by re-experiencing one's past in the present helps us to overcome the unpleasant past experiences, as experienced in the present and prepares us to be more alert, watchful and thoughtful to others' feelings and concerns, i.e. suggests that Fayl has a high level of EI.

Seen in this light, the modernistic view of *transference* helps us to explain how the details of present-day wishes, character formations and personal expectations are influenced by the past as opposed to the classical view, which accepts the idea of infantile neurosis as the only explanation for adult pathology (Freud, 1918, p. 21, see Freud's quote page 178f). These two views should not be thought of as opposites to each other but rather one resting on the other, which adds depth to the present study. Moreover, the interpretation of *transference* explores the *intrapsychic* aspects of an individual as well as the interpersonal aspects that affect organisational functioning.

Various studies (Davies et al., 2001, p. 1027; Gmelch & Burns, 1993; Wolverton et al., 1999, pp. 84-86) however, show that many leaders act immorally at work, usually *unconsciously*, hence no idea they are doing so, which leads to organisational dysfunctioning. According to Freud (1918, p. 20), these *unconscious* processes of individuals are based on early childhood experiences, which are usually unpleasant and unacceptable and reflected in adult behaviour. He (ibid., p. 21) stated that:



Every neurosis in an adult is built upon a neurosis, which has occurred in childhood but has not invariably been severe enough to strike the eye and be recognized as such.

Seen from this perspective, it explains why leaders appear unaware of the motives underlying their behavior and the impact their behavior may have on others. Fayl's example described above, on the other hand is a good illustration to show how he was *conscious* of his father's experiences (past) and was able to relate that to his leadership (present) positively.

Another illustration brought by Fayl (quote 85), but this time, a most vivid image brought by Fayl who described that he went through a life changing experience when one of his daughters was diagnosed with leukemia and how that had a massive impact on his family and how they (he and his wife) then knew about life, the things they thought were important and how it impacted his role as a leader. Fortunately, his daughter had recovered now and he described that he understands, partly because of that experience, when somebody is troubled at home, he is able to provide that *containment* to his staff because he knows that can have a major impact on how they are likely to perform at work - *container*, which allowed for a model of normality and *containment* to be present within the school. Based on Freud's perspective, an individual's perspective towards life changes based on their early childhood experiences though there might be other constitutional and inherited factors that may contribute to their personality, and hence to have an effect on the way they make decisions in the workplace.

Cghl attributes changes to an individual's perception largely from upbringing (quote 80) and believes that some of these things could be from a hard way. He described his family as being his backbone especially his father for whom he has enormous love and respect and admires his father's strength - *identification* and *paternal transference* and hence has a personal

responsibility towards others in the workplace. In a similar vein, Bci2 describes (quote 91) that life experiences of an individual shapes and translates into leadership quality.

From Ajc1's perspective (quote 88), family bonds play an important part because it defines the person whom she is. She felt that the values that come with family bonds does influence the type of person you are because you tend to appreciate others, in turn staff reciprocating their concern apart from the job they are doing. She felt that empathy is very important and she understood that is partly from her family bonding and believes that it is *transferable* and in that way she felt that she may have EI qualities and always imagines how it would feel to be the other person. So, she believes personal values and upbringing play a crucial part in leadership - *attachment theory* and *holding environment*.

Dla1 believes (quotes 89-90) that by being enthusiastic and providing positive feedback can energise her staff. She described a situation where a member of staff came to her very stressed and as such not able to focus on her work. She allowed her staff to talk through the conversation and realised that there were other problems affecting her. They both managed to resolve those issues surrounding her work and her staff seemed happy with that. Dla1's example here in dealing with her follower's situation clearly illustrates *maternal transference*. She felt that getting a small team who works well together can be something synergistic in terms of generating enthusiasm and creativity in energy levels - *attachment theory* and *holding environment*.

Maslow's theory of the motivational model shows that it impacts the work situation of an individual (Latham & Pinder, 2005; Maslow, 1970), in turn affecting the running of the

organisation (Kets de Vries, 2004, pp. 186-187). According to Bowlby (1969) and Winnicott (1975), the *attachment theory* has strong association to the life in organisations. However, it would be difficult within the confines of this thesis to engage fully with the works of Bowlby (1969) and Winnicott (1975) in explaining the *attachment theory*. However it is important to note that this theory, influenced by earlier discoveries of Freud, evolved through the work of Klein describes the *containment* that a mother offers her baby, which involves holding the baby both physically and emotionally, letting the baby to cope with his/her anxieties by providing a mother who can shoulder the baby's violent and destructive feelings.

In Bowlby's approach, a baby has a need for a secure relationship with the primary caregiver, without which normal, social and emotional development will not occur in his/her adulthood. Parental responses lead to the development of patterns of *attachment* in a child, which in turn guides an individual's feelings, thoughts and expectations in adult relationships. Ajc1 was able to act as a *good mother* to other staff and it allowed her to show her feelings and feel supported herself, but at an emotional cost to herself. The *containment* experienced allowed the staff to understand and to be able to *contain* others' needs in turn within the workplace - *holding environment*. From Bowlby's *attachment theory* about the course of *attachment* processes in one's childhood, which may have considerable influence on self-perception, and which may later affect the development of *ego* resources expected in leadership explains Ajc1's situation above. Leaders of this type are similar to characteristics of charismatic leadership (Popper, 2000). Smith and Hughey's (2006, p. 160) study points out that "effective leadership in HE has a great deal to do with balance - a balance between total academic immersion and a fulfilled private life". This allows a leader to experience a good person-environment fit in their professional lives.

From a psychoanalytic perspective, whether a leader maintains a relatively mature stance - *depressive position* or falls into a *defensive/paranoid* mode of working in the organisation depends on his/her capacity to be able to deal with the organisational conflicts. According to Freud, it is based largely on their early childhood experiences and later workings as their life-cycle progresses. As discussed above, the concept of *containment* is used to describe the style of a leader in the sense how one *unconsciously* blames others when things go wrong in a *paranoid/schizoid position* as opposed to acknowledging one's own contribution towards the trouble as in a *depressive position*. Kry3 provided a clear example when he described (quote 94) how his values play a crucial part in leadership and how that may be specific to a transformational type of leadership. Particularly, he highlighted the *subjectivity* elements that may affect one's values in turn affecting their ability to communicate those values to others. He believes that this leads to one's ability to live to those values rather than blaming one thing and living another.

Freud's discovery that the realization of the concepts of *absence* and *loss* and thus *mourning* are vital to an individual because it helps to deal with the anxieties affected by the object - *symbol formation*, underpins Kleinian's work and led to her formulation of the *depressive position*. Human beings constantly oscillate between their realistic awareness of internal and external reality and this concept of *symbol formation* overlaps with Freud's thinking and bears an interesting inspiration to the modernistic view of psychoanalysis in relation to the fluidity of character and the capacity of an individual's personality to change, based on their early childhood experiences - for better or for worse.



Unless the leader had not been *contained* in his own development, or had identified with his *container* by a process of *introjective identification* and made the process a part of his inner life (Schutte et al., 2002), it becomes available to the leader as a psychic tool and in turn, when he is called upon, is able to act as a *container* to the other as part of his authority as a leader - *holding environment*.

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Hjal described (quote 86) the tremendous pressure that he had to endure during his leadership when his brother committed suicide, and how such a traumatic event affected his personal and work life. Everyday objects like a handkerchief, shoe or a mobile phone becomes connected to that event and impacts an affected individual because these objects take on a special meaning for the affected person and triggers emotions, and therefore cause them to act and react *unconsciously* in a particular way with respect to their past (Kets de Vries, 2004; Meszaros, 2004). Hjal revealed that till-to-date, he found his own hands sweating whenever he hears a similar situation from his staff because of his own past experience. Past events can have a major impact on some people and in Hjal's case shows that he is more empathic now towards others, which can be very *cathartic*, similar to Fayl's illustration discussed earlier. He reacts differently to situations and that creates synergy among his staff - *group identification*, compared to ten years ago when he started his career.

From findings, HOSs who have gone through extreme events often later report being 'lost' in the moment and go through the sensation of being unable to process what was happening to them both, cognitively and emotionally. However, this does not mean that they are incompetent in

dealing with such emotional situations as this inability to be meta-cognitive is due to the overwhelming nature of the event - *depressive position* and hence they may have difficulty in making decisions in such a situation as in the case of Hjal above.

Anxiety and stress are central to all psychoanalytic theory, and as discussed in the Literature Review Chapter, and as illustrated by participants' examples above, it is evidence that emotions can be the most important but unpleasant feelings that human beings experience in their lifetime. As human beings, everyone may have experienced the pounding of the heart, sweating palms, rapid breathing and all the bodily tensions that anxiety and stress are capable of producing in the human body at some stage of their life in response to a state of danger or perceived danger. Freud (1965, pp. 81-86) described us all as being subjected to five primary anxieties in our life: birth, castration anxiety, loss of the loved object, loss of the object's love and annihilation anxiety. They are all associated with being separated from things essential to life, including life itself, and bring us closer in our understanding of death. From Freud's perspective, when both the internal and external anxiety can no longer be distinguished by the *self-ego*, it causes stress to develop in an individual. Once in this state, the *ego* loses the ability to think symbolically and is flooded by automatic anxiety. From his perspective, it explains the sweating of Hjal's hands when he is reminded of his past.

In-order for any unpleasant event to be successfully worked through, it is important for individuals to share their distress with someone, as described by Fayl earlier (quotes 82 & 85) who shared his experiences with others in the workplace. Sharing such feelings of helplessness with others can be enormously *cathartic*, and this helps to build a more cohesive and emotionally

supportive staff group in the workplace (Amabile et al., 2004; George, 2000; Kezar et al., 2006, pp. 77-80; Macaleer & Shannon, 2002, p. 10; Russell, 2003, pp. 152-154). From a Freudian perspective, when a memory is *cathected*, it is energized and has the power and drive to affect behaviour. Earlier I illustrated similar examples from D1a and A1c1 who provided similar support when others were in distress in the workplace.

HEIs are places where HOSs interact with large numbers of staff, and at times leaders' own individual responses to events or situations happening in the workplace can be emotionally overwhelming especially if they had encountered any previous events and bereavements experienced by them. Therefore, these emotional factors can affect interpersonal relationships, both consciously and unconsciously forged by their early relationships (Kets de Vries, 2004, p. 183; Smith & Osborn, 2003, pp. 324-325).

### **5.2.7 Personal Insight and Reflection (quotes 95-100)**

Some of the leaders reflected on their unpleasant experiences in their early years as a HOS and as a result were able to describe from their personal insight and reflection how they are able to perform as better leaders now. Other participants related much of their discussion around the theme on meta-cognitive abilities, emotional maturity and reflective insight skills. Thus this ability to self-reflect, which allows them to be reasonably impartial in decision-making shows elements of EI in their leadership.

Cgh2 reflected (quote 98) on his earlier work experience when he initially started and felt that at times he was not seeking a leadership role before, however from his life-work experiences

throughout the years, he has now changed certain aspects of his behaviour in the way he interacts with his staff in the school. By knowing himself better now and what leadership entails through self-awareness, i.e. element of EI (LFHE, 2008b; Lim & Mau, 1998; Rendon, 2006; Schutte et al., 2001), he is now better able to accept others with different standards and does not get frustrated as much as he did before. This shows links with Lvj3's description of 'emotional maturity' (quote 99). From a psychoanalytic perspective, Cgh2's reflection about his past life experience have made him to be more of a 'rounded' person now, which enable him to show concern and feelings for others without getting angry or frustrated in the workplace (life-work balance) and as such able to provide the *containment* for others when they need it - *holding environment*. This theme ties closely with Theme 6 about Bowlby's *attachment theory* that relates to one's childhood affecting the development of *ego* resources in adulthood, expected in leadership, characteristics similar to that of charismatic leadership (Popper, 2000).

From a psychoanalytic perspective, unless a leader has had a good experience of *containment* in his early childhood, s/he could not develop as a better leader in adult life (Fineman, 2003, pp. 11-14). These were clearly evident in the cases of Fay1 and Hja1 discussed earlier in Theme 6. Fay1 is able to relate to his staff better because of the life changing experiences he went through and as such able to understand others when they are in trouble and know the impact it may have on their work.

However, it is also reasonable to presume that the capacity to communicate comes more spontaneously to some individuals compared to some others, and despite the training taken, the differences can be seen. Moreover, the leader's capacity to *contain* depends not only on such



developmental experiences, but also on the present day-to-day situations in the workplace. Some studies (Davies et al., 2001, p. 1027; Gmelch & Burns, 1993; LFHE, 2008b; Smith & Hughey, 2006; Sotirakou, 2004, p. 346; Wolverton et al., 1999, pp. 84-86) support this view for the resolution of stress and anxiety in the workplace. However, at times, staff may perceive leaders' decisions as not being fair even though leaders may have a good rational behind their decisions. But clearly, some organisations and their structures are more supportive and *containing* than others, which may have an overall effect on the organisation.

Another illustration from Eaw1 is given here. From his personal insight and reflection of his early career as a HOS six years ago, Eaw1 felt that he had been taken advantage of his trusting and naïve nature by his staff and had now changed in having a mix of having both EI qualities and toughness in leadership (quote 95). As mentioned earlier in Theme 6, from a psychoanalytic perspective Eaw1 displays characteristics similar to *narcissism*, similar in characteristics to charismatic type of leadership. A charismatic leader is one who is able to communicate his strong beliefs and values to others with consistency and conviction, essential in leadership (see Charismatic leadership, page 20).

Lvj3's experience of conducting training for leaders in the university shows that leaders know themselves better through awareness, which means that there had to be reflective skills involved (quote 99). And through this awareness, leaders are able to recognize and manage their own emotions of anger and frustration and manage unpleasant or conflicting situations in the workplace - *depressive position*. Most of the participants were able to reflect on their early life and work experience and relate to leadership because of the experiences they had gone through

that may have had a significant impact on their role as leaders. Seen from the modernistic perspective of psychoanalysis, participants were able to make changes to their present state based on their past state, as described above by Fay1, Eaw1 and Cgh2.

### **5.2.8 Strategic Vision and Direction (quotes 101-108)**

Almost all HOSs were aware that they would need the support of their staff to reach their vision, failing which, they know their vision would not work. So, HOSs felt that allowing others to move beyond their egoistic and personal motives was important to get others on board, and in order to reach that vision and direction requires EI qualities and skills in a leader. 90% of HOSs felt that this was one of the key themes of leadership cutting across other themes.

The essence of leadership is the ability to use identified motivational patterns to influence others, in other words, to get others to voluntarily do things that they would not otherwise do, especially in a HE context. Participants strongly felt that the key is to be able to articulate their vision to inspire their staff and they used words such as ‘sign up’, ‘having a fairly good consensus’ (quotes 101- 109), which ties closely with Theme 1.

Also, apparent was that some of the participants (Ajc2, Cgh1, Opl1) felt that it was a difficult task for HOSs to manage and lead others in the workplace (Davies et al., 2001; Kezar et al., 2006; Smith & Hughey, 2006) especially if staff are more senior in terms of age and position in the school compared to the HOS and findings support this view (quotes 119-121). HOSs described their concerns and feelings in dealing with ‘difficult’ staff - *ego* and *narcissism*, and the difficulties in trying to reach their vision whilst dealing with their own anxieties and fears to

achieve their goals. It showed some evidence of EI qualities in leaders in dealing with such situations though it may not always be very helpful in some cases and power relationships, which can be difficult and sensitive, similar to the description given by D1a1 earlier.

With respect to the above, I metaphorically identified three of the participants' own text from their recorded conversations, which reflect their perception about academics being 'difficult' and using covert expression such as "herding cats is impossible" (quotes 118-120). There was also evidence to show that other HOSs echoed this sentiment without using those precise words, for example from D1a1 (quote 38) and Ips2 (quotes 54-55), which revealed power relationships. Participants to inhibit their feelings used such covert expressions, for example metaphors and other mechanisms such as jokes - *humour* and *projective identification*. These concepts permitted the exposure of power relationships specific to group situations in an organisation in a conflict state (Fineman, 2003, p. 176).

### 5.3 Summary of Results

Based on the exploration of the eight themes above using a psychoanalytic framework and examining these themes in relation to the supporting literature, provided rich insights into leadership associated with for example, individual motivation, defensive behaviours, interpersonal relationships and conflicts, disturbing phenomena, and other organizational processes, which may not be visible on the outset.

Through a psychoanalytic lens, findings reveal that having EI skills and qualities in leadership allows a leader to create a better work environment for others, however it may not apply in all

cases, for example perhaps due to the power dynamics and inherent structure of HE, leaders find it difficult, at times, to lead and manage staff. Findings, interestingly also seem to show that the perception of ‘EI as a leadership quality’ may differ in relation to gender though no firm conclusions can be drawn and is discussed in the following section.

Firstly, due to the qualitative stance that was taken for the study, it was not possible however, to identify all the psychoanalytic concepts that may relate to a leader’s situation which is not important but rather the interests lies in knowing how these concepts best describe organizational theory to achieve a better understanding, i.e. it does not rely on numbers. Thus, the application of psychoanalytic concepts here is mainly to provide a way of enriching researcher’s interpretation of the data (Walting & James, 2007) to gain further insights into organisational processes within HE with respect to the key question of study as mentioned above. For example, because of the element of subjectivity (from phenomenological research) and suggestibility (from a psychoanalytic perspective) present, it is possible that, given the same reality of participants’ situation, a different researcher may identify different psychoanalytic concepts and would therefore interpret the data differently. This is one of the strengths of phenomenological research (Smith & Eatough, 2006). A summary of the key psychoanalytic concepts that were explored within the respective themes is shown in Table 8 below.

**Table 8: Summary table showing the key psychoanalytic concepts explored under each theme**

Themes	Key Psychoanalytic Concepts
Inspiration, Understanding and Motivation	Bci2 Container/containment Herd instinct Libido Identification



	Introjection Introjective identification Primal horde Ego ideal Unconscious phantasy  <b>Cgi1</b> Container/containment
<b>General Lack of Awareness</b>	<b>Ajc1, Dla1</b> Intersubjectivity Subjectivity  <b>Cgh2</b> Identification Introjection
<b>Interpersonal Skills and Qualities</b>	<b>Ips2</b> Splitting Polarization Mirroring Idealising Self good/other bad Twinship transference  <b>Bci1, Eaw1</b> Narcissism/narcissistic excess  <b>Eaw1</b> Ego ideal Self Projection  <b>Ips2, Hja1</b> Humour
<b>Emotion and Cognition: Balance</b>	<b>Lag1</b> Paternal identification Oedipal complex Narcissism/ narcissistic excess  <b>Eaw1, Bci1</b> Narcissism/ narcissistic excess  <b>Ajc1, Dla1</b> Regression Maternal transference

	<b>Eaw1</b> Group identification
<b>Traits and Personality Development</b>	<b>Ajc1</b> Splitting Projective identification
<b>Nature versus Nurture: Values, Upbringing and Life-work experience</b>	<b>Fay1</b> Paternal transference Conscious Container/containment  <b>Cgh1</b> Identification Transference  <b>Ajc1</b> Attachment theory Holding environment Oedipal transference Depressive position Paranoid schizoid position Absent /loss (Mourning) Symbol formation Introjective identification  <b>Kry3</b> Subjectivity Defensive/paranoid position Depressive position Conscious/Unconscious  <b>Hja1</b> Container/containment Depressive position Self ego
<b>Personal Insight and Reflection</b>	<b>Cgh2</b> Container/containment Attachment theory Holding environment  <b>Eaw1</b> Narcissism

	<b>Lvj3</b> Depressive position  <b>Fay1, Hja1</b> Container/containment
<b>Strategic Vision and Direction</b>	<b>Dla1</b> Ego Projective identification  <b>Ips2</b> Humour

Based on the exploration of the eight themes, it seems to show that some of the psychoanalytic concepts were more prominent compared to others (see Summary Table 8 above, pages 190-193). These concepts seemed to recur within the same theme (from different participants) and in other themes, for example, *identification* (Bci2, Cgh2, Lag1 and Ajc1), *transference* (Ips2, Ajc1, Dla1 & Fay1) and *container/containment* (Bci2, Cgh1, Fay1 & Hja1). One reason for this perhaps could be due to the interconnectedness of leaders' recollection of their past in the present, for example in the case of *transference* in Theme 6: Nature versus nurture. Whether participants were describing about their values (quote 83), upbringing (quote 91) or life-work experiences (quote 85), it clearly shows their interconnectedness between their past and their present (quotes 83, 91 & 85), hence for its relation on leadership. This explains the reason for *transference (paternal/ maternal)* to be a more prominent concept than others.

Theme 6 seemed to show the strongest support for EI in leadership since it showed the most number of concepts underpinning the theme to the study (see Summary Table 8 above) compared to other themes. Particularly, Ajc1 highlighted the importance of 'family bonds' and how she felt that family bonds, i.e. 'past' that contributed immensely to her role as a leader (quote 88), i.e.

‘present’, which suggests that it [family bonds] encompasses all three aspects of the theme, i.e. values, upbringing and life-work experiences, highlighting the concept of *transference* as being more prominent compared to others concepts. However, this may not be taken to mean that the more prominent concepts are more important than the less prominent ones but rather they were the more obvious ones in relating to the key question of study as what the findings reveal.

The use of the psychoanalytic concepts helped to illuminate leaders’ behaviour, the focal point of study, by possibly revealing the types of leadership seemed to be present in the university. Some studies (Amabile et al., 2004; Beatty, 2000; Reave, 2005) demonstrate the effect of leaders’ behaviour and its impact on followers’ reactions and creativity support these findings. The results of the study seem to show that some of the participants display more of charismatic leadership, for example, Ajc1, Cgh2, Eaw1, Fay1, Hja1 and Ips2, while one clearly displays transformational leadership, for example, Kry3. Additionally, there seem to be a combination of charismatic and distributive leadership, for example, Hja1. Amusingly, there was some evidence (quotes 83, 84, 87, 92, 93 & 129) to show that leaders lead from love (itself an emotion) and not from fear (autocratic leadership) shows the centrality of emotions in organisations, and the impact it may have on others and this resembles characteristics similar to spiritual leadership (Jung, 1978), for example, Fay1 and Ips2.

Spirituality here should not be confused with a leader who practices religious and sacred affairs but this type of leadership involves values that have spiritual deals such as integrity, honesty and humility (Fry, 2003, 2005; Giacalone & Jurkiewicz, 2003; Jung, 1978; Reave, 2005) and leaders use such values to inspire others to communicate their vision and direction. Spiritual leadership



was not discussed in the literature, however few studies have shown its rising popularity in a HE context (Fry, 2003, 2005; Giacalone & Jurkeiwicz, 2003). Jung (1978) argued that people would benefit from integrating spirituality especially in modern times where people rely too much on logic and science. Such type of leadership shifts the focus of a leader leading as a dictator (autocratic leadership) to a more subtle form to win the support of followers. Findings reveal that for a leader to introduce innovative improvements requires moral and personal values, i.e. paternalistic relationship regardless of gender, similar to spiritual leadership (Fry, 2003, 2005). Humane qualities are very important in dreadful circumstances, for example, Gandhi, through non-violence used spiritual engagement in challenging circumstances, which demonstrates spiritual leadership, however it should occur naturally and spontaneously in less dreadful situations such as in HE where leaders are regarded as role models by their followers - *attachment theory, container/containment. transference and holding- environment.*

Interestingly, the metaphor “herding cats is impossible” used by participants (quotes 118-120), itself a covert expression, seemed to identify with leaders’ common perception about academics in HE. The idea of using metaphor was taken from Cornelissen et al.’s (2008, pp. 46-47) study, which explored individuals’ sense-making accounts of critical events within the organization. Additionally, taking into account the variability in intuitions of individuals and the lack of precision about what may count as a metaphor that may diminish the internal validity of analysis, participants’ own words were used to interpret their perception of what they may mean by ‘difficult’ staff. Though covert expressions were very useful in unfolding the deeper meanings of participants’ situations through a phenomenological form of inquiry adopted for the study, how

HOSs particularly actually used their EI skills to tackle such conflicting situations were not very clear (quote 55).

Additionally, comparisons between the modernistic and classical views of psychoanalysis with reference to participants' examples, not only illustrated the distinction between the two views but also added depth and breadth to the topic of study.

Thus, based on the above, it seems to clearly show that the use of psychoanalytic concepts provided rich insights into the understanding of hierarchical relationships present in HE, and places the study of individual, group and organisational behaviour within the total framework of psychoanalytical thought.

### **5.3.1 Implications of Study**

The following issues emerged subtly from findings, however given the scope and the length of the thesis, it was however not possible to explore the following issues in detail but its implications and relevance for further research are discussed below:

#### *i. Gender*

The issue of gender did not explicitly crop up as a key theme in the study though there was some evidence (quotes 32, 34, 36-38, 63 & 72) from male and female HOSs to show that there were gender undertones with respect to the key question of study. This suggests that the perception of leaders in the university may differ in relation to gender, and there is some literature to support this (Brown, 2004; Bown, 2006; Coldflesh, 2000; Fennell, 2001; Fineman, 2003, p. 176; Kezar et al., 2006). Seen from a classical view of psychoanalysis that

the gender of an individual may inhibit or influence certain *Oedipal processes* (Bateman and Holmes, 1995, pp. 206-208) may show support to the view that gender may have an effect on the interpersonal relations within the workplace.

However, one of the most common criticisms of Freud's work is his overemphasis of his sexual theories, i.e. sexist and therefore for his theories to be sexually unbalanced and does not place well in explaining organizational problems and discussed in the next chapter (see Reflections and Limitations of Study, page 201). Since, the study was not gender focused, this topic was not expanded further as it may cause biases and hence change the study direction. However, I have alluded to the fact that it may influence leadership and other organisational processes based on the gender undertones described earlier. Seeing from a gendered perspective may perhaps generate interesting results, and therefore could be a potential area for further research to see how perceptions of leaders of different gender may influence its organizational climate (Coldflesh, 2000; Fennell, 2001; Kezar et al., 2006; Ramsden, 1998; Young, 2006).

Interestingly, there was some evidence to show that female HOSs clearly expressed their concerns and feelings about the lack of awareness of EI among male leaders in the university (quotes given below). One likely reason for this could be that female HOSs may have identified the female researcher as belonging to part of 'their community' and hence from a psychoanalytic perspective, I interpreted this to be as female HOSs- as *self* and female researcher- as *self* and therefore they may have perceived the researcher to be their 'voice'.

Findings reveal the following:

- i. There was some evidence to show that female HOSs felt male leaders in the university lacked certain EI qualities (quotes 34-38).
- ii. Some of the male HOSs, for example from Bc11 and Eaw1's examples above and Lag1 (quote 63) and Mpl1 (quote 72) felt that in order for leadership to be effective, emotions should not be used as part of the decision-making process in the workplace context as it tends to cloud one's thought processes.
- iii. Some evidence to show that some of the male HOSs felt that *Narcissism* is a positive quality in leadership, this suggests that it has some resemblance to gendered leadership (Jorstad, 1996; Kets de Vries, 2004; Pullen & Rhodes, 2008).

The above suggests that some leaders face barriers in trying to create an academic organisation that embraces emotions as critical to decision-making. Also, taking into account, the relatively low number of female HOSs in comparison to the number of male HOSs in the university, and hence in my sample group (see Table 3: Final sample of participants in each level grouped by gender, page 81), it was difficult to draw any firm conclusions based on the disproportionate number of participants with regard to gender.

## ii. *Diversity*

Surprisingly, the issue on diversity was not raised as a theme in the findings in comparison to the various literature that highlighted diversity as one of the major leadership issues that need to be focused (see Literature Review Chapter, page 24). Hence, as discussed on page



24 about the growing expansion in HE in terms of gender, age and ethnicity, it was surprising that this issue was not raised with respect to participants' views about EI in leadership. Perhaps, one likely reason for this, and as seen from a psychoanalytic perspective, I interpreted this to be as 'British' HOSs - as *self* and 'non-British' researcher - as *other*, and perhaps explains why this issue did not emerge in the study even though it was a core leadership issue (Brown, 2004; Bown, 2006; Magrath, 2000; Rogers, 2006; Watson, 2003).

### iii. *Collegiality*

It was not a term explicitly used by the participants in the study, however there seemed to be some evidence that collegiality showed close links with Theme 1 (quote 1), Theme 3 (quotes 47 & 51) and Theme 4 (quote 63). From these quotes, collegiality seems to cut across EI, gender and diversity (Kezar et al., 2006; Ramsden, 1998; Young, 2004) because participants used terms such as 'synergy', 'team-building', and 'interact' to mean about collegiality. Hence, more research needs to be conducted before making any firm conclusions about it.

### iv. *Non-Verbal Cues*

Surprisingly, only Kry3 described about non-verbal cues when asked about his perspective about EI in leadership (quote 45). Nonetheless, based on my observation on participants' behaviour during the interview process, and taking notes in my private reflective journal, I found it to be very useful in identifying how participants communicated their intent (emotions) with regard to the question(s) raised. Sounds uttered by some of the participants

such as “ummm, ahhh, ohhh,” and congruent with eye and facial gestures indicated their understanding and emotional connection about their lived experiences in a natural way, more than their words (see The Use of Predicate Groups, Boxes 3 & 4, pages 73-74). Listening more carefully to such sounds that are not words at all conveyed participants’ feelings and thoughts about a particular situation.

Non-verbal cues of participants, for example their physiology, body language, shrugging shoulders, eye contact, pace, tonality and intensity of voice may be a powerful means of self-expression. According to Riemer & Jansen (2003, p. 375), they are a powerful means of communication and speak “louder than words” and thus a very useful element in covert expressions. Covert expressions, depending as they do on inference, interpretation and intuition may be far harder to describe with any degree of certainty, nonetheless they are very important in governing one’s behaviour. For example, an eye contact can convey emotions, signal when to talk or finish a conversation. It may be important in the way we connect (or disconnect) with others, and especially for a leader this is a crucial factor to build relationships in the workplace.

An awareness of, and respect for our own emotions can make us more sensitive to others’ feelings in the workplace. Though findings may not explicitly show the importance of non-verbal cues with respect to EI in leadership, i.e. taken in terms of percentage other than Kry3, nonetheless from my personal observation of participants, non-verbal cues seemed to be very useful for the following reasons:

- i. Helps to identify personal biases of study; it helps to determine the manner and the consistency of one's behaviour to the issue raised (Argyle, 1996)
- ii. The covert expressions of participants' emotional displays such as eye contact, body language and gestures, voice tonality would not have been possible if study was conducted by quantitative means. Feelings may or may not be overtly expressed and an observer [researcher] needs to be aware of other indicators of feelings through speaker's body language, which conveys deeper meanings to the issue. However, more research is needed to show the close links between non-verbal cues and EI among leaders.
- iii. The fact that the majority of the participants felt that communication skill is a relevant skill in leadership (see Theme 3, quotes 51-53, see also page 24) points to the fact that non-verbal communication, which cannot be excluded from normal part of communication conveys powerful messages without using words (Argyle, 1996; (Riemer & Jansen, 2003, p. 375), hence is an important aspect in leadership.

Based on the above, the areas of gender, diversity, collegiality and non-verbal cues seem to overlap in several ways and in an emergent global environment like the UK with its cultural diversity and the expansion of the HE sector, these areas would be worthy of consideration for further research. They may perhaps generate useful results to inform educational leadership theory, policy and practice in HE.

## **Chapter 6: Reflections of Study and Its Limitations**

- Reflections of study and my experience of it
- Theoretical, methodological and methodical limitations of study



## **6.1 Introduction**

In the previous chapter, I attempted to explain the leadership processes as a way to understand the hidden dynamics associated with organisational processes in light of the psychoanalytic theory both from a classical and modernistic perspective, and to the extant literature.

In this chapter, I will gather my thoughts on the whole experience of conducting the study, which made this thesis possible. Though the reflections of the study were reported at the end of the thesis, I made reflexivity as part of my working style at all stages of the research process taking notes of the limitations and the biases that may influence the outcomes of the study.

For the sole purpose of this chapter, I have used the term 'I' instead of 'researcher' to provide a more personalized account of my experiences that were encountered throughout the research process. Hence, in the sections that follow, I firstly discuss some of the experiences that I faced during the fieldwork and I finally discuss the many theoretical, methodological and methodical limitations of the study.

## **6.2 Reflections of Study and its Limitations**

Throughout the study, I made reflexivity as part of my working style at all stages of the research process, for example during the interview process, during the use of NVivo, and during the five stages of the phenomenological analysis of data taking notes of my experiences in my private reflective journal that I maintained rather than to keep it towards the end and write about the research process (Walting & James, 2007, p. 350). Reflecting on my research process is useful to

the reader, as it makes aware of my own biases in the study, and also to myself as I can critically appraise my work.

### **6.2.1 Reflections from Fieldwork**

In the later part of the sections, I show the reflexivity process throughout the data collection stage of the research process. During this stage, my main concern was the power dynamics that might have affected the quality of data. In particular, I was worried that the fact I was the one who was asking questions could have led the participants to believe that there were right and wrong answers, or that I was looking for a particular kind of response from them. Most of the actions in the fieldwork were taken with the hope to control these power dynamics (see Neuro-Linguistic Programming (NLP) techniques, page 68) and to get the best quality data. Some of these actions were very tangible, such as dressing in a particular way or projecting yourself in a very professional way. Other actions instead, were less tangible, such as adopting what I thought to be an open and non-threatening attitude during interviews.

Some of the details given below may be considered unusual to include in a research report, even for qualitative research, but I have chosen to include them to give the reader a transparent account of my reflections and to highlight how this might have influenced the outcomes of the study:

### **6.3 Interviewer Effects and Research Biases**

The interviewer is an important and overt participant in the data collection process (Breakwell, 2006) and always worthy of some attention in order to consider how the interviewer may affect

the quality of data collected. Interviewing involves “researcher effects” (Breakwell, 2006; Elmes et al., 1999) and according to Breakwell (2006, p. 248), it refers to “the characteristics of the researcher, for example, demeanor, accent, dress, age, race, gender of researcher that may influence the participants’ willingness to participate, and the nature of their answers to the questions asked” (see Subjectivity and Reflexivity in the Research Process, page 58). This is particularly true in IPA because interviewers are central to the construction of the interpretation of the findings and is discussed under the sections of methodological and methodical limitations (see pages 212-217).

Various interviewer effects have been catalogued in past studies, and some of these effects may apply today. For example, interviewees may have shown to engage in more self-disclosure to an interviewer whom they think are similar to themselves; for instance, someone who speaks with a ‘received’ pronunciation accent than a ‘regional’ accent (Breakwell, 2006, pp. 249; Kane, 1990). Academics often tend to speak the former, and I did not meet any such situation where this was apparent.

However, interestingly findings seemed to show some evidence of the following:

1. Seen from a gendered perspective of female HOSs-*self* and researcher-*self* and therefore they may have perceived the researcher to be their ‘voice’ (see Implications of Study - Gender, pages 196-198);
2. Seen from the perspective of diversity of HOSs-*self* and researcher-*other*, this seemed interesting and yet intriguing (see Implications of Study - Diversity, pages 198-199).

However, the specifics of these biases may doubtlessly change, for instance over time and the nature of topic under study: for example, an interviewer characteristic may vary depending on the nature of the topic being investigated; the fact that the interviewer and the interviewee are of different religious background may not be important when the topic of the interview concerns responses that are of non-religious kind compared to concerns requesting responses that are of violence and religious disharmony. In the present study, in order to cope with the 'researcher effects', I took into consideration the following:

*i. Same Interviewer Throughout*

I conducted all interviews with participants, for all the three-levels of interviews throughout the study. This was to ensure that the stimulus presented to my participants were constant though there was no guarantee that all participants would have perceived the stimulus in the same way. For instance, the same interviewer could have been perceived as a peer by a participant aged in their 40s compared to a participant perhaps in their 60s. Nonetheless, all data was recorded and analysed the same way for all participants to minimize inadvertent researcher bias.

*ii. Semi-Structured Interviews*

The choice of a semi-structured interview that was suited to the study as this invited participants to report freely their experiences of the phenomenon and to structure their accounts as they liked. Though it was a participant-led approach, it was my task as a researcher, without being intrusive, to be interpersonally effective in building rapport and relationships with participants during interviews to get their best spontaneous responses to meet research questions, hence the purpose of using NLP techniques (see Neuro-Linguistic Programming (NLP) Techniques, page 68).



### *iii. Moving from General to Specific Question*

Taking into account that different participants have varying degrees of responding to situations, I started with the more general questions before moving to specific ones, so that it does not narrow the topic under study too prescriptively at the start of the interview. This also allowed for some warming up for both the interviewer and interviewee before moving to the key question of study (see Initial and Final Interview Structure, Appendices g & h).

### *iv. Observing Non-Verbal Behaviour*

This was done without causing uneasiness to participants and disrupting the flow of interview. It was useful as it helped to determine, to an extent, the manner and the consistency of one's behaviour to the issue being raised and helped the study rigour. Additionally, non-verbal cues of participants such as physiology, sound utterances, tonality and intensity of voice helped to identify personal biases in the research study. From observation, it seemed to be an important element of covert expression as discussed on pages 196-198.

### *v. Accents*

Accents play an important role in interviews, and people are more willing to give information to people with 'received' accents than 'regional' accents (see page 205), I could not anticipate exactly what reaction it could have generated in participants and I knew my participants were comfortable with the way our conversations took place, evident from the way they responded spontaneously to my questions and engaging eye contact. Though the nature of my interview topic and that I was a 'foreign' researcher may have had an impact on their responses to my questions, but on the whole, I felt that my accent was neither an advantage nor a disadvantage to

the interview situation. I explored the reactions to the above with some pilot interviews (see page 64) before conducting the actual study. Reflecting on the above issues using such introspective interview techniques helped me to consider ways to minimize the biases in my study.

## **6.4 Theoretical Limitations**

### **6.4.1 Lack of Integration with Theoretical Perspectives**

The present study lacks integration with many theoretical concepts that seem to show strong links to EI in leadership. I looked at some of these theories and have discussed some of them below:

My interpreted text from participants' grounded data, and the psychoanalytic text to which I am linking to, are both engaged in a search for meaning, in the sense that they intend to be interpretative of the phenomena they describe. Though similar in this sense, the psychoanalytic approach appears to conflict with the phenomenological approach since the interpretation taken from a psychoanalytic perspective is based on a preconceived set of theories, which is in opposition to IPA as it embraces the notion of 'bracketing', though this may not be possible and was discussed earlier in the Methodology Chapter (see page 56). Some preconceptions are inevitable and thus can have an effect on the interpretations made by the researcher.

On the other hand IPA, which is similar to Carl Rogers' view, works on the premise that the best way to understand human behaviour is from the "internal frame of reference" of the individual. The problem, however, is that the greater the area of experience that is *not conscious* by an

individual such as *repressed* feelings, then the picture will become less accurate because the events can only be *inferred* by the individual as pointed out earlier.

There are various sources (Frosh, 1997; Masson, 1990) that claim that psychoanalysis has been a source of controversy such as for its stature of scientific worth, its politics, therapeutic effectiveness, its true value, and overemphasis of sexual theories, which tends to be gender biased. One of the most common criticisms from the latter, especially seen from a classical perspective of psychoanalysis, is its inapplicability to the study of organisational problems where women are concerned (Birksted-Breen, 2005; Frosh, 2006) and as described earlier (see Implications of Study - Gender, page 196). Two obvious reasons for this: firstly, the fact that Freud was a male and secondly, women were not considered equals in Victorian England. For these reasons, psychoanalytic theories using exclusively Freudian perspective are not placed well in explaining from a female perspective (Birksted-Breen, 2005).

It was however evident from the findings that there were differences in participants' perception about 'EI in leadership' with regard to gender, however this topic was not elaborated in depth since the study was not gender-specific. However, the modernistic view of psychoanalysis places less emphasis on the *Oedipus complex* (Kohon, 2005, p. 166), and therefore places psychoanalysis as being applicable for women (Birksted-Breen, 2005, p. 142-143). For this reason, the present study discussed briefly on gender but worthy of consideration for further research based on a gendered perspective (see New Directions for Further Research, page 224). It may perhaps generate interesting results, and address problems, for example, 'glass-ceiling'

issues or sexual harassment issues that still face female leaders in the UK HE sector (Pullen & Rhodes, 2008; Young, 2004).

Another common criticism of psychoanalysis is the element of suggestibility because it is taken from a preconceived set of theories (Bateman & Holmes, 1995; Budd & Rusbridger, 2005; Frosh, 2006; Masson, 1990), and therefore it may not be regarded as a scientific stature since it makes inferences about its unconscious processes. For this reason, propositions made from psychoanalysis are not so valid to make firm conclusions (Frosh, 2006; Masson, 1990). So, whichever way it may be seen, whether in the psychotherapeutic profession or in its literary works, psychoanalysis is a method of interpreting the *unconscious* and making inferences about its nature through visible clues to what is invisible. Thus this may suggest that the outcomes of the study derived from a (literary) psychoanalytic framework may be less credible seen from this perspective, however some authors argue against this view (Bateman & Holmes, 1995; Budd & Rusbridger, 2005; De Board, 1978; Kets de Vries, 2004), hence an area for consideration for future research.

Additionally, the phenomena of *consciousness* are essential to the understanding of human behaviour, groups and its environment (Kets de Vries, 2004; Masson, 1990). However, from a psychoanalytic perspective, the possibility of understanding the effects on behaviour of feelings and forces are not available to the individual consciousness, and therefore an error in one may have an impact on the other.



Though psychoanalysis is a very useful framework in studying leadership and group behaviour (see Theoretical Perspective, page 51) in a HE context for this study, it nonetheless limits the levels of analysis to a micro-level with implications for interventions focusing on leaders, groups and leadership development programmes. This is another limitation and the study lacked the macro-level analysis (Neumann & Hirschhorn, 1999, p. 686), which could have perhaps focused on areas such as strategic planning and the technological concerns of the organisation especially where globalisation is concerned and as discussed earlier in Chapter 2 it is core leadership issue in the workplace (see Intra-organisational Issues, pages 22-24).

One way to look at it perhaps is that the study could have used a combination of the systems theory with the psychoanalytic theory because both these theories could have complemented each other to provide new insights into the behaviour and operations of leaders, groups and the organisation as a whole (De Board, 1978, p. 87; Neumann & Hirschhorn, 1999, p. 687-688).

Interestingly, there were some aspects of my present study that drew on the systems theory in quite an implicit way, such as describing the ideas of a “deep structure”, culture and the presence of unconscious processes in a complex system (see Conscious and Unconscious Processes in Organisations, page 30). However, an explicit focus is needed on the convergence of the systems theory and the psychoanalytic theory in a HE context, which can provide valuable data that can be used to tackle the various issues that pose problems to leaders.

Therefore, the lack of the integration of the systems theory with the psychoanalytic theory makes it virtually impossible, given the growing expansion of HE in terms of gender, age and ethnicity

to predict how the perception of leaders in HE differ in relation to the above, let alone the ethnocentric nature of UK universities (see page 24). Also, exclusively using a Freudian perspective for the study, which comes from an orthodox psychoanalytic perspective, makes it impossible to tackle some of the issues that emerged from these findings such as gender and diversity. As discussed earlier on page 212, the classical perspective of psychoanalysis does not place Freudian theories well in explaining from a female perspective. Therefore, such areas need to be taken into consideration, perhaps a combination of the systems theory and the psychoanalytic theory would be more appropriate to the study as this may add more breadth and depth to the study, but given the scope and the length of the thesis with respect to the nature of the topic under study, this was however not possible.

## **6.5 Methodological Limitations**

The methodology used for the study is hermeneutic phenomenology and as such taken to be interpretive as opposed to being descriptive (Smith & Eatough, 2006). From a Heideggerian perspective, all description is already interpretation and hence, every form of human awareness is interpretive, however there are several limitations inherent in IPA and inevitably in its methodical concerns since they both overlap. Our interpretations affect our purpose in conducting the research and its possible effects and outcomes.

The study does not provide any evidence on the causal relationship between the variables due to the qualitative stance taken (Breakwell & Ross, 2006). So, the themes that emerged from these findings represent associations, and any speculation made on possible cause-effect relationships are based on the theoretical assumptions rather than grounded in data. The main critique of a

phenomenological research is that when the reader experiences the researcher's description of the phenomena, this description, which was real in the researcher's perspective, becomes real to the reader as it becomes the product of the reader's understanding (Denscombe, 2003, Morse, 1994; Zahavi, 2003). Therefore, the distinction between what is experienced and the product of that experience depends on the role as a researcher or the reader because of subjectivity (see Subjectivity and Reflexivity in the Research Process, page 58). The interpreted text using iterative IPA process linked to the psychoanalytic theory, in turn may lead to further inaccuracy when generating results.

#### **6.5.1 The Distinction between Participants with High EI and Low EI**

The way I classified the participants according to their level of EI was a pure artefact (Cgh1, quotes 117 & 124, Ajc1, quotes 125, see also Outcomes of participants' perceptions of EI as a leadership quality, page 145). In fact, 'high EI' and 'low EI' are not discrete categories, for example male or female, therefore it was my task solely as a researcher to draw the line between these two categories of 'high EI' and 'low EI' as to where one category starts and where the other finishes.

### **6.6 Methodical Limitations**

#### **6.6.1 Reliance on Linguistic Data**

From my experience in conducting the interviews, the ability to understand participants' phenomenological experiences seem to be extremely dependent on theirs' and my linguistic abilities. There were some participants who had better expressive skills than others, so were in a better position to articulate their thoughts compared to those participants with less expressive

skills. Additionally, my own limitations in understanding them may have affected our communication during interviews. Indeed, while the semantic meaning of most ‘everyday’ words is hardly subject to debate, the pragmatic use of them is more uncertain.

Though I was confident during interviews with the help of NLP techniques (see page 68) and never came across words for which I was unaware of their semantic meaning, however, I cannot claim with the same confidence that I was always able to pick up the right nuances of pragmatic meaning of words from participants. It may be true that one can claim that any other researcher in my position would have the same doubts, but it is also true that such doubts could be somewhat stronger in my case, despite English being my first and dominant language, because my participants were of British descent compared to myself who is of a non-British descent, and therefore the impact of my subjectivity may be greater in the way I interpret their language.

### **6.6.2 Reflection of Participants’ ‘Natural’ World**

IPA attempts to find out participants’ personal lived experiences through their perspectives about a particular phenomenon to obtain rich and meaningful data (Smith & Eatough, 2006, pp. 338-339). This tendency for participants to reflect on their ‘natural’ world is itself a limitation and there are several reasons for this: Firstly, it would depend on the nature of the phenomenon where one is trying to reflect. Lets say, for example, where the topic concerned is about illness, and the participant tends to look for answers to a question such as “what will this illness bring to me?” then there is the tendency for the participant to reflect naturally as it concerns life threatening issues. However, the present study concerns issues related to EI in leadership, which may not necessarily be issues that leaders often reflect in their everyday lives. It may perhaps be



an issue for leaders with 'high EI' who are more likely to reflect about it because of the consequences that their experience can bring about as compared to those with relatively 'low EI'.

However, this may not be always the case. For example, in my study, I recognized from interviews that some participants had reflected on EI issues in leadership compared to some participants who had not reflected on EI issues in leadership until the interview though this does not necessarily mean they have 'low EI' but evident from findings in fact they have 'high EI' but using it *unconsciously*. In another particular instance, Eaw1 mentioned that he was not aware of EI until he received my email to invite him to participate in the study, and he said during the interview process "I had not come across this word until I read your email" (see Part of Sample Transcript, page 94). Therefore, there was some evidence to suggest that some participants had not extensively reflected on EI in leadership until the interview, possibly affecting the quality of data collected.

In fact, I felt that the lack of reflection about this phenomenon limited the quality of participants' verbal accounts, and this showed that it produced conversations from different ends of the spectrum, i.e. both with limited and unlimited information from participants about this topic even though the former was not much aware of EI, but perhaps because of their expressive verbal skills, as mentioned earlier, they spoke eloquently about this topic.

### **6.6.3 Accuracy of Reflection of Participants' Natural World**

Since the whole IPA process starts with the reflexivity process of the participants (Smith & Eatough, 2006; Zahavi, 2003), it is important that such reflexivity processes of events and

situations, is accurately captured by participants. Some of these reflections bring participants to their early childhood, which may bring in issues of accuracy of memories, which may cause biasness in their reflections. This is another limitation of IPA. It is not about whether the reflected phenomenon is true or not but it is about the correctness of the reflection. In the phenomenological tradition, there is no “true” or “false” phenomenon and descriptions are in every way free from presupposition of real existence (Zahavi, 2003, pp. 160-161).

If phenomenology has been thought to be useful in the health-care disciplines, then some thought should be given to the relationship between the experience and the object that produces it. If the findings from the study have to inform HE practices, it would be worth looking into the possible relationships between participants’ subjective perceptions and their perceived meanings of that experience. Only by undertaking such a step can the study be translated into recommendations to inform HE practices. Doubtlessly, recommendations cannot be made unless participants’ subjective experiences are correctly expressed in the first place and hence understood. In other words, the core of the phenomenological study remains very much an insider’s perspective whether the final aim is to produce recommendations or to provide a better understanding of the topic under study. Perhaps an area to consider for further research.

Another interesting point is that since IPA focuses on *making sense* of participants’ reflective process and the researcher’s sense-making, it means that IPA shares with cognitive psychology a central concern with unraveling the relationship between what people think (cognition), say (account) and do (behaviour). However, one particular study (Phillips, 1999) shows that IPA and cognitive psychology are fundamentally different and according to him (ibid.), meaning in IPA is

conceptualized as practical understanding that occurs in the dialogue embedded in the subject's behaviour whereas in cognitive psychology, meaning resides in the mental representations within the mind (Brown, 2000). Therefore, in evaluating the respective merits of the hermeneutic and cognitive psychological approaches to meaning, it helps to question which of the two approaches best reflects how meaning is experienced and dealt with (Ganesh, 2007). It seems to show that further research need to be conducted perhaps from both approaches on meaning making before drawing any firm conclusions.

## **6.7 Summary**

On the whole, it had been a valuable learning experience for myself reflecting on the study and to be able to consider future research in view of filling those gaps described above. Qualitative research is often criticized for its lack of scientific rigour, for instance in the present study, due to the inherent nature of the element of suggestibility present in the theoretical framework and the reflexivity processes of participants' phenomena that may involve accuracy of their memories in the methodology (see Lack of Integration with Theoretical Perspectives, page 208, see also Weaknesses of Study, page 222). I have therefore chosen to include these reflections in this chapter to add transparency and rigour to the research process in the belief that it contributes to the validity and credibility of any piece of qualitative research and therefore for it to be encouraged.

## **Chapter 7: Conclusion**

- Summary of the whole research cycle
- Key findings and relevance
- Weaknesses of study
- Contributions and strength of study
- New directions for further research
- Conclusion



## **7.1 Introduction**

In this chapter I will summarize the whole research study highlighting the key findings and its relevance to the key question of study, the study contribution, its strength and weaknesses and the new directions for further research. At the same time it will address the forth objective of the study, which is to relate the findings to leaders' personal and professional outcomes in HE (see Objective 4, page 8).

## **7.2 Summary of Research Study**

As discussed earlier in view of the challenging issues facing leaders in HE that may have a significant impact on the role of leaders, in turn affecting the emotional life of the organisation, the study aims to provide a better understanding of the hidden dynamics associated with organisational processes by exploring and describing leaders' perception about 'EI as a leadership quality' through their lived experiences.

### **7.2.1 Key Findings and Relevance**

Eight key themes were identified from the study, with no particular order of priority with respect to the key question of study. These themes were explored in light of the psychoanalytic theory using psychoanalytic concepts and these themes were examined in relation to the literature. Some of the psychoanalytic concepts seemed more prominent, for example (*paternal/maternal*) *transference*, *container/containment*, *identification (introjective, projective, group)* and *holding environment*, and kept recurring in other themes showed that they were key concepts to study.

Findings revealed more of charismatic leadership (Popper, 2000) and transformational leadership (Heck & Hallinger, 1999, 2005) present in the university though it also revealed a combination of both charismatic and distributed leadership and a combination of charismatic and transformational leadership (Hunt, 1999, see also page 21) with some evidence of spiritual leadership (new findings) showing resemblance to charismatic and ethical leadership (Kezar et al., 2006, p. 163) and thus scope for further research. Whether these outcomes of leadership type can be generalized for all types of leaders in the university such as deans, pro-vice chancellor provide food for thought and potential new avenues for future research (Breakwell et al., 2006, p. 329, see also Generalisability, page 60).

Though the present study was not gender-specific, findings revealed that there was some differences in the perception of HOSs in the way they perceived EI in leadership in relation to gender that may influence the way they interact with other organisational members and its implications were discussed on page 196. Surprisingly, the issue on diversity, related to the key question of study, was not raised though it was a core leadership issue in HE as discussed in the Literature Chapter.

Findings also revealed that even though leaders may display EI qualities in the workplace, followers may however not reciprocate such feelings and concern and leaders find it difficult to lead and manage such staff, and these were implicitly described through their covert expressions. This means that it depends not just on the part of leaders but also on the part of followers to bring about positive changes to the workplace. This highlights the fact that EI plays a vital part not

only in leadership but also in establishing relationships with others in the workplace because the quality of these relationships has important consequences on the quality of the university.

The issue of non-verbal cues was not explicitly mentioned by participants, however based on my observation of participants, and as discussed earlier, non-verbal cues seemed to be an important element in covert expression, essential in understanding human behaviour, hence its relevance to topic under study. One source of evidence was participants' sound utterances congruent with facial gestures, which not only indicates but reinforces their understanding and emotional connection of their experience with others. Another source of evidence was the use of projections, rationalizations, humour and metaphors such as "herding cats is impossible" to inhibit or divert an expression of their feeling.

Given the scope and the length of the thesis, it was however not possible to explore in detail the specific mechanisms of covert expressions when participants were relating to situation(s), but more simply to gain an overall impression of the feelings involved and to be aware of these covert expressions, even if it provided possibilities rather than certainties about the feelings involved by them. Perhaps a kinesics type of research, i.e. research on non-verbal communication may be conducted that can emphasise the interrelationship between covert meanings of peoples' own experience and their present behaviour, thus an area worthy of consideration for future research.

Findings suggest that HOSs make constant effort and motivate their staff to achieve their organisational goals. This motivational drive by leaders fosters the link between them and others

(Walter & Bruch, 2008; Zepke, 2007). It was clearly evident that empathy, a central characteristic of EI, is one of the key qualities displayed by leaders (see also Leadership Framework, 2.7, Appendix I) but surprisingly there was also evidence to show that there was a general lack of awareness of EI qualities among leaders in the university as witnessed by other leaders.

### **7.2.2 Weaknesses of Study**

One weakness of the study was the perception of individuals, the view that was taken at face value in conducting the study. An important point here is the reflexivity process of participants' phenomena, and how that can be accurately reflected as it can bring them to their early childhood, which brings in issues of accuracy of memories (see page 215). Since we are basing the understanding of the phenomenon from an 'insider's perspective, it is important that we get a 'true' picture to interpret findings accurately as an error in one will have an impact on the other, thus we need further research in this area to shed some light.

### **7.2.3 Contribution of Study**

As discussed earlier on page 56, IPA, which has a specific focus on subjective perceptions of experiences and their attribution of meanings but which is not examined in the existing leadership research, i.e. research gap, this study aimed to address this gap using a qualitative approach, for which the reasons for using this approach was discussed on page 8 (see Focus and Contribution of Study).



Based on the results of the study, there seem to be some evidence to show that there is some lack of general awareness of EI among leaders in the university though it may not be taken to mean that leaders lacked EI skills and qualities for the following reasons:

1. It was evident from some participants that they used terms such as “I use it unconsciously”, “from my gut-feelings”, and “I use it instinctively” unknowingly when relating to situations;
2. Some participants were familiar with the older term ‘people-skills’ but not EI;
3. Some participants were aware of the term EI only after attending training programmes and yet for others they only knew this term during the interview;
4. Participants from the ‘hard-sciences’ discipline may not be ‘rooted’ in the management side to be familiar with such terms, though this may not be taken to suggest that leaders from a particular discipline may have ‘higher EI’ compared to other disciplines;
5. Male leaders seem to show less EI compared to female leaders though firm conclusions are needed;
6. It may be due the hierarchical structure of the university.

In spite of the above, the study seems to contribute in the way that it may set the ball rolling in spreading awareness of EI among leaders in the university. The fact that there was good response

from leaders in the study, amidst their busy schedule and some being interviewed more than once and had lengthy hours of interviews sharing their unique personal experiences and thoughts, provided rich insights into the study, and a valuable contribution to my study. The study provided an avenue to 'voice out' leaders' concerns and feelings from their personal lived experiences and in the hope that the study may contribute positively in some way, a concern that was explicitly made by some of the participants, which itself revealed their EI qualities. At a time when the university is conducting and developing training programmes by incorporating EI, this study seems to be timely and appropriate and hopes it can contribute to leaders' personal and professional outcomes as well as to bring further contribution towards cultural changes in the university that can inform HE theory, policy and practice.

#### **7.2.3.1 Strength of Study**

The strength of this study is the uniqueness of how leadership is perceived by participants through his/her own lens through a phenomenological approach. It provided a great example by which empirical findings conducted by qualitative means that provided a genuine understanding of leader, group and organisational behaviour and offered rich insights and wisdom to enhance leadership in the university.

### **7.3 New Directions for Further Research**

The thesis has discussed a range of interesting aspects of leadership that move the reader beyond the technical to the meaningful, and hence provides much food for thought rather than provide the reader with suggested solutions. It is also a valuable starting point for readers interested in

similar field to gain an understanding of these issues, which can help inform the direction of their future study.

Findings clearly show the shift in leadership towards a more emotion-oriented direction compared to what was perceived and practiced from a very cognitive-oriented type of approach over the years. Though, the study seemed to show that EI among leaders has the ability to tackle some of the most challenging issues facing HE leaders, there was evidence to show that emotions are still likely to be met with resistance by leaders in the university for reasons mentioned earlier in the Discussion Chapter and perhaps why it is currently understudied in an academic context (Kezar et al., 2006, pp. 156; Moore, 2006, see also page 24).

Nonetheless, we need to look at ways how we can best train leaders in the university to be emotionally intelligent and act as a good support system for others in the workplace. As a starting point, perhaps we can look at the barriers leaders are facing in trying to create an academic organisation that embraces emotions as critical to decision-making. As such, there is much scope for the present study to be further developed by analyzing on such areas of gender, diversity, collegiality and non-verbal cues, which emerged slightly from findings. These areas may generate interesting results especially in a global environment like the UK. Hence, given its cultural diversity, these areas can perhaps be analysed from different cultural perspectives, which may provide greater insights and theories to inform leadership practices in the HE sector. There is also some evidence from literature to show that this area is currently understudied (see pages 24-25).

## 7.4 Conclusion

To reiterate, the study does not argue that EI is the panacea to enhance leadership in the university and from what the findings reveal, it would be hard to argue that it is not at least one of the cures, if not the main one. Additionally, this study does not penetrate to the core of leadership to examine what is wrong with the very idea of engaging in any type of leadership, but rather uses a psychoanalytic lens to show the type of leadership present in the university, implicitly or explicitly in the way leaders conduct themselves so as to achieve a better understanding of the organizational processes in HE.

On the whole, this thesis aimed to provide a stimulating discussion from a psychoanalytic perspective about how leaders perceived 'EI as a leadership quality' from their lived experience expressing their thoughts and feelings surrounding this topic of study.

Based on the overall discussion of the thesis, I believe the present study has the potential strength to act as a springboard for further research perhaps in areas of gender, diversity, collegiality and non-verbal communication, which emerged subtly from findings but beyond the scope and the length of the thesis to be engaged fully. These areas could perhaps help fill the gaps in the present study to provide more effective solutions to the leadership domain in view of the diverse growing population in the HE sector.



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## Notes

1. While the review of phenomenological approach in an educational context, particularly in UK higher education is fairly new, its origins in practical experience owe much to the medical and health-care disciplines.

2. See, for example, DAWKINS, H. AND MAY, E., 2002. The lived experience of doing a higher degree in occupational therapy from the perspective of five graduates: A phenomenological study. *Australian occupational therapy journal*, 49 (3), 128-137; LARSON, J., ROSENQVIST, U. AND HOLMSTROM, I., 2006. Being a young and inexperienced trainee anesthetist: A phenomenological study on tough working conditions. *Acta anaesthesiologica Scandinavica*, 50 (6), 653-658; SADALA, M. A., 2002. Phenomenology as a method to investigate the experience lived: A perspective from Husserl and Merleau Ponty's thought. *Advanced nursing*, 27 (3), 282-293; SMITH, J. A., 1996. Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology and health*, 11, 261-271.



## Further Reading

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## **APPENDICES**

- Permission letter to participant to undertake research interview – 1<sup>st</sup> level - (a)
- Permission letter to participant to undertake research interview – 2<sup>nd</sup> level - (b)
- Permission letter to participant to undertake research interview – 3<sup>rd</sup> level - (c)
- Letter to research participant - (d)
- Participant consent form - (e)
- Thank you letter to research participant - (f)
- Initial interview structure - (g)
- Final interview structure - (h)
- Sample transcript of participant - (i)
- Sample private reflective journal of participant - (j)
- Leadership framework - (k)
- Sample NVivo reports - (l)

**Permission Letter To Undertake Research Interview – 1<sup>st</sup> Level**

Dear <Salutation>,

Re: Invitation to take part in a research study on emotional intelligence in leadership

I am engaged in a research study as a student on the IPhD Education and Communication programme and am writing to ask your permission to participate in this research study that investigates the perception of educational leaders in the University in relation to emotional intelligence as a leadership quality. My School of Education, Communication and Language Sciences (ECLS) approve this research.

The research aims to explore and describe the lived experience of educational leaders in the university in relation to emotional intelligence as a leadership quality, therefore, I will be carrying out several phenomenological interviews and will use the resulting data as part of my doctoral thesis. Through your participation as a research participant, I hope to understand the essence of emotional intelligence as a leadership quality as it reveals itself in your experience as a leader. I hope you will give me this opportunity to carry out this research at your convenience.

Each interview will approximately lasts between 1 ½ to 2 hours and more than one interview may be required for each participant. Your participation in the process and data will be kept strictly anonymous and confidential. All identifying material will be anonymised.

You may contact my research supervisors Dr Susan Pattison at [susan.pattison@ncl.ac.uk](mailto:susan.pattison@ncl.ac.uk) or Professor Ann Briggs at [ann.briggs@ncl.ac.uk](mailto:ann.briggs@ncl.ac.uk) if you require further details regarding my research. I thank you in advance for your consideration of this request and I look forward to receive a favourable reply from you soon.

Respectfully yours,

K Ganesh

**Permission Letter To Undertake Research Interview– 2<sup>nd</sup> level**

Dear <Salutation>,

Re: Invitation to take part in a research study on leadership and emotional intelligence

I am very grateful for the extended interview on <date> with regard to the above and appreciate it amidst your busy schedule. Further to this extended interview, I am hereby writing to ask if you could kindly allocate me a short interview this time lasting not more than 1 hour.

The purpose of this 2<sup>nd</sup> level interview is to seek your permission to allow me to check whether the essence of the themes captured from the 1<sup>st</sup> level interviews were accurate. I would be very grateful if you could allow me this opportunity to conduct this interview at a date convenient to you.

Your participation in the process and data will be kept strictly anonymous and confidential and all identifying material will be anonymised.

I thank you in advance and look forward to hearing from you soon.

Respectfully yours,

K Ganesh



**Permission Letter To Undertake Research Interview– 3rd level**

Dear <Salutation>,

Re: Invitation to take part in a research study on emotional intelligence in leadership

I am very grateful for the extended interview on <date> with regard to the above and appreciate it amidst your busy schedule. Further to this extended interview, I am hereby writing to ask if you could kindly allocate me a short interview this time lasting not more than 1 hour.

The purpose of this 3<sup>rd</sup> level interview is to seek your permission to allow me to check whether the essence of the themes captured from the 1<sup>st</sup> level interviews were accurate. I would be very grateful if you could allow me this opportunity to conduct this interview at a date convenient to you.

Your participation in the process and data will be kept strictly anonymous and confidential and all identifying material will be anonymised.

I thank you in advance and look forward to hearing from you soon.

Respectfully yours,

K Ganesh

**Participant Consent Form**

I agree to participate in a research study on ‘emotional intelligence in leadership’. I understand the purpose and nature of this study and I am participating voluntarily. I grant permission for the data to be used in the process of completing an IPhD degree, including a thesis and any other future publication.

I agree to meet on the following date \_\_\_\_\_ at \_\_\_\_\_ for an initial interview of between 1<sup>1/2</sup> to 2 hours and grant permission to audiotape the interview session(s). If necessary, I will be available at a mutually agreed upon time and place for an additional 1 to 1 1/2 hours interview.

\_\_\_\_\_  
Signature of Research Participant/Date

\_\_\_\_\_  
Signature of Researcher/Date

**Letter to Research Participant**

Dear <Salutation>,

Re: Research study on emotional intelligence in leadership

I thank you for your reply and the interest to participate in my research study on the experience of emotional intelligence as a leadership quality. I value the unique contribution that you can make to my study and I am excited about the possibility of your participation in it. The purpose of this letter is to reiterate some of the things mentioned in my earlier letter and to secure your signature on the participation consent-form that you will find attached.

I am using a qualitative approach for my study through which I am seeking comprehensive depictions or descriptions of your leadership experience in the University. You will be asked to recall specific situations, or events during your leadership experience. I am seeking vivid, accurate, and comprehensive portrayals of what these experiences were like for you: your thoughts, feelings, and behaviours, as well as situations, events, places and people connected with your experience. The interview sessions will be audio-taped and transcribed for later analysis.

I value your participation and thank you in advance for the commitment of time, energy, and effort. If you have any further questions before signing the consent form or if there is a problem with the date and time of our meeting, I can be contacted at the above address.

I look forward to meeting you soon.

Respectfully yours,

K Ganesh.

**Thank-You Letter To Research Participant**

**Dear <Salutation>,**

**Re: Thank you for participating in my research study on emotional intelligence in leadership**

**I am writing to thank you for meeting with me in an extended interview and sharing your unique experience of emotional intelligence as a leadership quality. I appreciate your willingness to share your unique and personal thoughts, feelings, events, and situations.**

**If you have any questions or concerns, please do not hesitate to contact me.**

**Thank you.**

**Respectfully yours,**

**K Ganesh.**



## Initial Version of Interview Structure (Pilot Study)

### Introduction

**Presentation of:** RESEARCH (remind participants about purpose of research)  
 AIM & STRUCTURE of interview (opinion, open questions)  
 Myself (Brief Introduction)

**Tape Recorder:** Explain USE  
 Ask permission  
 Confidentiality & ANONYMITY

\*\*\*Any Questions?\*\*\*

### Warming up

#### 1. Before interview:

1.1 Can you tell me about yourself?  
*prompts: leadership experience in HE?/previous job(s), if any?/about family?*

### Main body

#### 2. From general:

2.1 Can you tell me what the term emotional intelligence means to YOU?  
*prompts: deconstruct/perception/affective/cognitive response*

#### 3. To specific:

3.1 How do YOU perceive emotional intelligence (EI) as a leadership quality in higher education?  
*prompts: perception/affective/cognitive response in relation to context*

\*\*\*REPHRASE QUESTIONS IF NECESSARY\*\*\*

3.2 Can YOU describe an example where you had used EI before and had found it to be successful/unsuccessful?  
*prompts: event/situation/explanation*

- 3.3 What do YOU think of the terms emotion and cognition?  
*prompts: deconstruct terms/relationship/distinction*
- 3.4 Are there other leadership qualities, which YOU feel are important in your role?  
*prompts: list/reasoning/context*
- 3.5 What do YOU think of the term traits? Do YOU feel there are particular traits essential for leadership?  
*prompts: examples/context/determine style*
- 3.6 How do YOU motivate your colleagues as a leader?  
*prompts: EI qualities/situations/events*
- 3.7 How do YOU think the way a leader leads in higher education is different from the way a leader may lead, for example in a corporate sector? And why?  
*prompts: role/structure/explanation*
- 3.8 What are YOUR views about values in leadership?  
*prompts: inherited/family/context/upbringing*

**\*\*\*IS THERE ANYTHING ELSE THAT YOU WOULD LIKE TO ADD?\*\*\***

**Introduction**

**Presentation of:** RESEARCH (remind participants about purpose of research)  
AIM & STRUCTURE of interview (opinion, open questions)  
Myself (Brief Introduction)

**Tape Recorder:** Explain USE  
Ask permission  
Confidentiality & ANONYMITY

\*\*\*Any Questions?\*\*\*

**Warming up**

**1. Start of interview:**

**1.1 Can you tell me about yourself?**  
*prompts: leadership experience in HE?/previous job(s), if any?/about family?*

**Main body**

Added

**2. From general:**

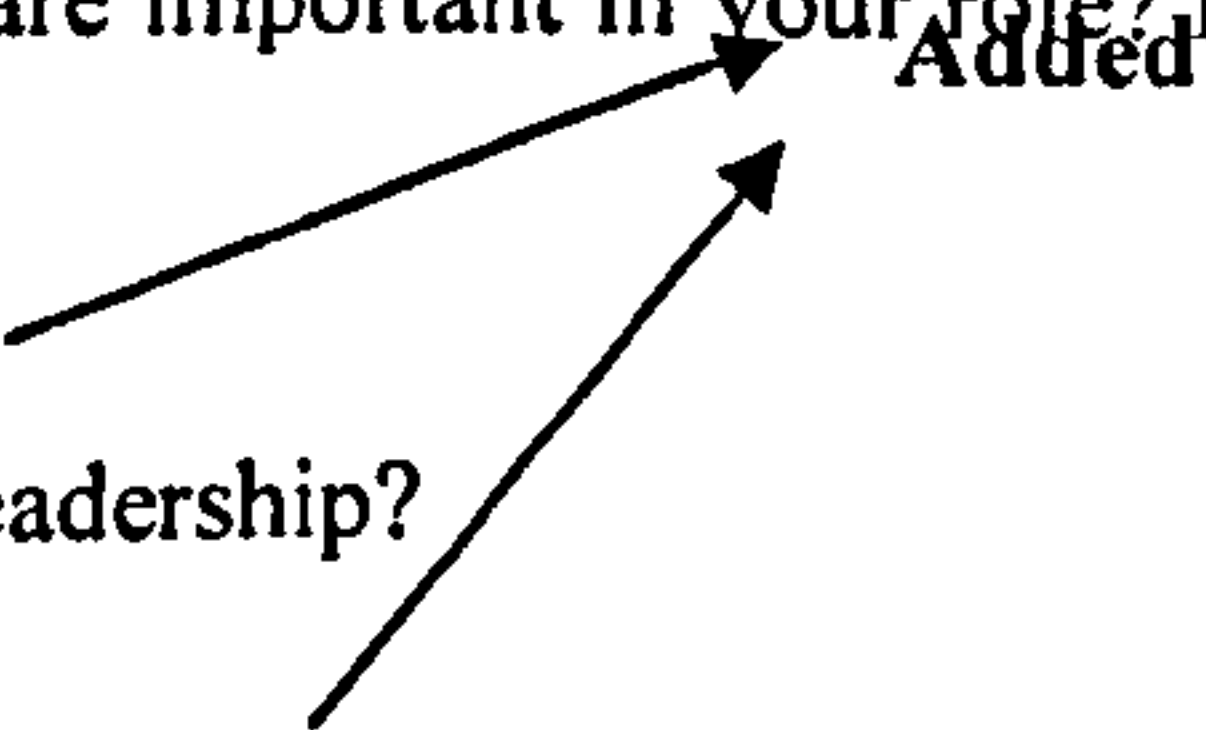
**2.1 Can you tell me what the term leadership means to YOU?**  
*prompts: deconstruct term/perception/construct an argument*

**2.2 Can you tell me what the term emotional intelligence means to YOU?**  
*prompts: deconstruct/perception/affective/cognitive response*

**3. To specific:**

**3.1 How do YOU perceive emotional intelligence (EI) as a leadership quality in higher education?**  
*prompts: perception/affective/cognitive response in relation to context*

\*\*\*REPHRASE QUESTIONS ACCORDING TO ANSWERS IF NECESSARY\*\*\*

- 3.2 Can YOU describe an example when you had used EI before and had found it to be successful/unsuccessful?  
*prompts: event/situation/explanation*
- 3.3. What do YOU think of the terms emotion and cognition?  
*prompts: deconstruct terms/relationship/distinction*
- 3.4 Are there other leadership qualities, which YOU feel are important in your role? If yes, what are they and why?  
*prompts: list/reasoning/context*
- 3.5a. What particular traits do YOU feel are important for leadership?  
*prompts: examples/context/determine style*
- 3.5b. Do YOU feel there are any traits that you consider to be essential for a leader in HE? If yes, what are they and why?
- 3.6 How do YOU think the way a leader leads in higher education is different from the way a leader may lead, for example in a corporate sector? and why?  
*prompts: role/structure/explanation*
- 3.7 What are YOUR views about values in leadership?  
*prompts: inherited/family/context/upbringing*
- 

**\*\*\*IS THERE ANYTHING ELSE THAT YOU WOULD LIKE TO ADD?\*\*\***



## Sample Transcript of Participant Eaw1

Interview date: 2<sup>nd</sup> april 2007  
 Time: 2:00 - 4:10pm  
 Gender: male  
 Duration: 2hrs 10mins

Question/answer	Analytic comments
[Session Start]	
1 Can you tell me what the term leadership means to YOU?	
<p>I can strip it down to something very simple. Leadership is the art of <u>getting people to follow towards the same direction and support</u> whatever the leadership vision is. So, you got to have a very clear view on what the matter is on various levels from the strategic to the tactical down to the operations. And once you have secured agreements for those or recognition if agreement doesn't come, then all of the efforts and focus that you have as a manager should reflect that. So, its about <u>communicating that vision</u>, its about securing that acceptance, if not acceptance, making sure there is no opposition.</p>	<p>Getting people to follow towards the same direction and support</p> <p>Communicate leaders' vision</p>
2 Can you tell me what the term emotional intelligence means to YOU?	
<p>[promptness...] Essentially, the one word I would use that defines EI is 'awareness'. <u>The way I read it</u>, I'm not an expert in this, but you have to be careful about how you're seen by others and how others see you and interpret what you are doing. <u>It's about being sensitive, the word empathy comes in, about empathizing</u>. I think, I've managed to move this school quite significantly by being empathetic as well as having a clear idea of where the school should be going and where my colleagues should also position themselves. Now, I think that's the definition, its much harder in practice to actually bring it about. It's about awareness of others and being aware of yourself, I would say. I haven't had long appreciation of this, however, its only I've been Head of School for the last 6 years. <u>I had not come across this word until I read your email about it</u>. In the last year, I've actually been given a management development, never had any before. The specific subject of EI hasn't come up very much in the issue of management styles has and that impacts on EI. <u>In this management development, I went through several issues and processes, one of which is the Myers Briggs test, 360<sup>0</sup> feedback, appraisal from the Vice-Chancellor down to the secretary of the school</u>. In this development programme, EI never been articulated but was mentioned. But never ever confronted it in any form or way, just have a thread of it. But the question of EI comes up <u>because I've always been very good with my colleagues in EI</u>. That's how I've got the success and how I get this school, we've been rated as the <del>3rd</del> best school on the basis of our students' evaluation in the country, we're a great research school.</p>	<p>Predicate Group - resembles Auditory</p> <p>Having empathy</p> <p>Not aware of EI terminology</p> <p>Attended formal training programmes- Myers Briggs test, 360<sup>0</sup> appraisal</p> <p>Perceived by others as having EI qualities</p>



3 \*

How do YOU perceive emotional intelligence (EI) as a leadership quality in higher education?

\* Shaded portion explained on page 94

In the business of running a school, EI is critically important as I now understand it to be. Being aware of the feelings of staff, their fears, their aspirations, their achievements. Knowing to an extent, knowing what's affecting in their personal life, and all of that is important in getting results from people and so what I always wanted in colleagues is to get, as far as possible, not in every issue, but to get positive response to what I'm trying to achieve and to do that one has to understand what drives people, what their problems are, what their aspirations are and what they see as threats. And be empathetic and that's not to say to accept fears for what they are but to understand them by putting myself into their place.

Awareness of feelings for others

Empathic and understanding towards others

And I think, it is very important for a school, even a modern school in a modern University to be collegial, be supportive to each other and not spending their time back biting and fighting internally. Standing together, tolerating our differences naturally. Being glad that we have differences in approaches and driving the differences. You don't do that unless you spend time with people, so I've a sign on my door. If my door is literally open, I have an open-door policy, anyone in the school can come in, any student, any members of staff. If my door is shut means I'm engaged with someone or I'm out. And that sort of device is very important to signal that I actually care about people and that's what I actually mean if I want to take on EI. Being caring about people is actually quite important for me to be emotionally intelligent because I'm not a cynic, I'm not a machovillan manager. I do generally care about people. I'm very much guided by values.

Collegiality is important

Tolerating our differences

Has an 'open-door policy'

Cares for others

Guided by values

There are some people who use EI, I guess, they just turn it on and off if they want. I had not come across this word until I read your email about it. And I don't do that, so. So, for school level, I think that's very essential. Until I had my management coaching, I don't think I realized how important it was outside the school.

Not aware of EI terminology

EI is essential for school level

I took everyone outside the school was at least tough and experienced and confident as me. And, therefore, I tended not to think about the position of others would be doubtful. For example, in my 360 degrees appraisal, I came across to some people, a small number and to one person actually I strike as 'scary'. It surprised me [laughs...] And what I've appreciated but hasn't actually defined what EI is. Through that 360°, I've come to appreciate that it's actually is important and probably more important my dealings with managers and those above me and other HOSs as perhaps it is internal. If I want people to go with me in my direction in the University, at large, I got to persuade them. To persuade them, I got to understand them and I actually have changed the way I operate in couple of particular ways in the last 12 months.

Became aware of EI from management courses

Need to persuade others to follow direction

To accommodate what turns out to be EI issues, I had two different styles of management. I had an internal style through Myers Briggs and outside the school I was seen as rather tough, combative, not caring too much about other people. I didn't know that so, I actually

Has a balanced approach:  
i. Internal style – using Myers Briggs test



worked it out by myself, so I'm being very open to you. So, is it a value in running a University? Yes, nearly 80% of our resources are people and mere 20-30% 300-400million of all money a year the University spends –the vast majority is investing in people. Therefore, this University, sees how the people is managed. You also, at times of course got to be prepared to stand up to resist and tell people that I cannot do what they want to do, to tell people what they are doing is unacceptable. For that you need toughness, but EI is important as well because you have to understand how people will react to different styles. I can do both. I'm pretty good at bringing staff on and pretty good at looking at someone in the eye and telling them what they are doing is not acceptable. But I will do it and not say it by blurting it out. There will be a process.

ii. External style – having toughness

#### 4 What do YOU think of the terms emotion and cognition?

Hmm... Emotion in classic management speak is not a good thing. You should never be emotional about being a manager. You should be calm, assured and so on. So, if emotion does have a place in management, the cynics which says no or cold calculated individual says no, I think, EI has quite an important role. I would like to think that quite a bit of success in my school is due to a positive emotional reaction by my colleagues. I believe or follow that because partly they respond to me emotionally.

Colleagues respond emotionally

The trick in the University is to convince the intellect and also getting people to sign up and that's the emotion. So, I think, in some levels in the University, people take emotions well and important. And even before I came across this expression, EI is a part of leadership. King Henry when he did the famous speech, that was to get people emotionally committed to fighting the battle. So, it was an arousing speech, has that function. I can give an arousing speech. My style is much more sitting down with staff and reviewing where they want to be and where I want to be where the school should be. So, emotion in management, someone who is very emotive is constantly displaying emotions and that is overdone, can be too much negative.

EI - part of leadership.

Emotions overdone are negative

Cognition, to be blunt with you, I don't really see how that fits in. Yes, knowing about things, developing skills, learning skills all that matter, but that word by itself does not seem to play by itself greatly. By cognition, you mean by developing cognitive abilities, skills and processes and they are all important, but by themselves, they are nothing.

Cognition by itself is nothing

#### 5 Are there other leadership qualities, which YOU feel are important in your role? Can you tell what they are and why?

Ohhh... yes, yes yes [repeats]. Well, I think we've already touched two of them already. One is clarity of thought and intellectual edge. You've got to have the ability to analyse very complex, amorphous aspects and come up with a vision of where and how you will get through them and get to where you want to be. So, analytic thinking is very important for a leader. Toughness, is important because if you are a leader, you will

Clarity of thought and intellectual edge

Ability to analyse very complex, amorphous

encounter opposition and at times the opposition will require confrontation. So, you've got to be able to have that toughness and to say it out.

aspects

Having toughness

I don't know where this fits but probably EI but first we need to discuss it. Inspiration, a leader doesn't get to be a leader without being able to inspire people and now that is partly to do with emotional response but it is more to do with direction of travel. What will happen if we all work hard? Answer is, will our school be the best in the country? So, inspiring people is I think quite important and I'm not clear where that sits between rationality and emotions, I guess, it sits in both as there are aspects of both. As, is often the case, if you strip down any management decision, there is a bit of both, to the most mundane to the most elevated strategy and [pauses...] probably, I think, they are the main ones.

To inspire others

There is another one I will put on, don't misunderstand this because I don't overdo it but because I'm very interested in efficient running because it saves us all time. I'm been able to run the school to reduce the contact hours of staff by 25% while the student numbers have gone up and we haven't done is the teaching but what we've done is cutting out a lot of time of wasted time by making operationally additional procedures. And that's a prefix to the point that a good leader has to be self-disciplined and enable to invoke discipline without being oppressive.

Invoke discipline without being oppressive.

Occasionally, you do have to smack someone on the head or what have you, not literally, but metaphorically and again it's that regard, for example, is very important to me leading by example. And I think EI comes in to all of these qualities, one by or another and I haven't really thought it through. It even comes through into operational discipline. I know which colleagues, for example, are likely to miss deadlines and they are the same people usually. And this because of the way they organize themselves and so on. And in order to tackle that you need to use EI. If I took some of my colleagues to my room, you will be astounded, it is not surprising that they are late for everything because there is no order. In trying to get them to change, you have to understand why they are like that and what is affecting them.

To lead by example

And sometimes, its very deep-seated, goes back to their upbringing of their childhood. Sometimes, it's to do with pressures at home, or something like that. They will feel pressured at home and not able to turn their mind to the deadlines that we think are important. So, if you get into the state, which I don't very often, but occasionally someone very late for the deadline that matters to the school, you have to confront that but you don't go and say 'why on earth are you late? You do a bit of exploring first. You find out how they are doing first at large, then you move it on into a particular context, using empathy. If you happen to learn the person's private life is internal such as had a family bereavement and they can't focus. So, I think, even at that level making sure that there is operational efficiency, there is a spiritual twine of EI. And this is particularly important because of the nature of University where there isn't a strong notion of line management of staff. If we had an army style of hierarchy, I would just bark and the next person in the hierarchy would shout at below them and things would happen.

Past experiences: Deep-seated values - goes back to upbringing of their childhood

To be able to understand others

Spiritual twine of EI  
Empathic towards others



	<p>But <u>Universities have flat management structures</u> and at the end as Head of School, I have no power to hire and fire staff at our school. It's all done by the University. I've to recognize that I can't simply run this school, even if I wanted to, by issuing orders, <u>you've got to get people onside</u>. And I also have to recognize that I won't ever succeed perfectly. There are some people who are never curious in certain aspects with their characters because I don't waste my time trying to do that, I channel them in different ways.</p>	<p>University - flat management structure, does not have strong notion of line management Support from others is important</p>
	<p>Well, I think they are important because they help you achieve what you need to achieve as a leader. They also help make the whole enterprise more worthwhile, everyone. My life would be miserable if all I do is sit here and issue orders. I don't like that at all. I actually enjoy the interchange with people. My guess is, people who are less comfortable with individuals and <u>people are less likely to use EI</u>, people who are shy, who don't like conversation, don't like company, they are much <u>more likely to resort to systems and orders</u> than trying to understand what makes people tick.</p>	<p>People less likely to EI resort to systems and orders</p>
6	<p>What particular traits do YOU feel are important for leadership?</p> <p>Traits, I think, got to be the main characteristics aspects of personality. One thing we've been talking about is the <u>tendency not to hit deadlines</u>. But that is a true sense of what trait is, an aspect of character. So, if there's a conflict between 2 individuals, one might well have the trait of sizing up and ready to be aggressive that character and not move away from aggression. The other would run away from it from aggression. These are aspects of personality in character. Are they important? Unless you know them, whatever you do could backfire. Well, knowing <u>what works and doesn't work rather than good and bad</u>, I suggest.</p>	<p>Not to hit deadlines</p> <p>To know what works and doesn't work rather than good and bad</p>
7	<p>Do YOU feel there are any traits that you consider to be essential for a leader in HE? If yes, what are they and why?</p> <p>Yes, to be successful as a leader, you have to be able to be <u>gregarious</u>. You have to be able to put up with a good deal of stress with personal relationships and that because my colleagues on the whole very pleasant to work with, they quite frequently take for granted that <u>I've a tough skin</u>. Quite always I get brickbats thrown at me and they think will bounce off. And I think you have to develop trait of resilience. You also need to be <u>self-sufficient</u> as a leader as it is a lonely business, even though I talk it out. In the end, the rough decisions are mine and I have to make those decisions. I will ask people, I may consult some but you need that trait of self-sufficient, <u>self-reliance is a better word</u>.</p>	<p>To be gregarious</p> <p>Has tough skin</p> <p>Need to have (self-sufficient) self-reliance</p>
8	<p>Can YOU describe an example when you had used EI before and had found it to be successful/unsuccessful?</p> <p>Yes. All of us have problems at some point or another. I think, let me give you an example, a colleague of mine a pretty good academic who has caused a lot of difficulties in the school because of the way he runs</p>	<p>[Observational learning]</p>

meetings and my other colleagues have to attend. The problem is, he is not doing it deliberately, he is doing it unwittingly. He thinks, he runs a brilliant meeting. The meetings are very long, things are presented late without motives in meetings. As a result, staff started to stop going for meetings. The way I tackle that, I drop in a few lines I like to see him to see how to improve the running of the meeting. And I asked him to let me know how he thinks the meetings went, to give me his take. And then I talk abit about his situation generally and what he is achieving and make sure appraise him for the things he is doing very well. A lot of those things. I told him that he can help me to save some time. Then I gently revealed 1 or 2 issues and then agreed and put proposals to run a meeting and got him outside. That to me, is using EI because is onside before I even began to explain the problem.

Situation 1:

In tackling a member of staff:

Ask him to give his take on situation

Self- uses EI

One of the abilities of a leader is to run a meeting effectively making everything is efficient for everyone and having had the full opportunity to debate whatever they want to say even though you are still in control and shaping to their actions. And that's something I just learned as I went along and I'm very effective when chairing meetings and that brings together EI and operational efficiency. EI in meetings is making sure bringing people in particular when you know people are feeling excited about the issue, you make a point of getting them to say something and they've contributed and feel better. They may feel better about accepting their outcome is not their preferred outcome. They feel better because they had their say.

Effective when chairing meetings - brings people in

Hmmm...unsuccessful, yes, I can think of one. Yes, it was tackling a particular member of staff who was not widely pursued not to be anything contributing other than his own personal research agenda. The particular problem I had with this member of staff and felt stressed because of the way that he droved himself. He felt so stressed about his research, he felt he could not offer anything else. And my perception is that whether he was genuine and set up a meeting. It was not a matter of just he and me, but colleagues started making comments about someone not putting their weight on getting their school where everyone contributing in a measurable way. And I went through his personal situations, work schedule and found incredibly driven and amount of research he initiated. I got to a point where I used my EI, I was saying that there is a serious problem going and need some solutions. I would expect that most people to them pick up on that but he resisted that because he wouldn't buy in to the fact that there could be a solution to it. Till now, I'm not sure if he was manipulating the situation. But following that lead to having accepting that he couldn't do anything to it, in spite of the suggestions made. I think, unless you get the other person to buy in to the approach trying. If someone who is not prepared to let me in, then need different tactics.

Situation 2:

In tackling a member of staff:

Self- stressed because staff stressed

Self- went through personal situation of other

Self explained but not sure if resolved

- 9 How do YOU think the way a leader leads in higher education is different from the way a leader may lead, for example in a corporate sector? And why?

[promptness...I think the big difference is line management. It's much more sophisticated and elaborate and each manager has a defined group in the corporate group. This does not apply to a typical school. It's not the same. There's a HOS and below HOS, there's everyone

Big difference is line management.



else in academic ranks in a typical school structure. It doesn't look like that, but that's reality. No professor who isn't a HOS has jurisdiction over another professor, for example, just doesn't happen unless someone is running a research group within the school, then the jurisdiction is just for the research group not for anything else. It's a flat structure means HOS has to be able to deal with all staff. Therefore, a call for EI [pauses...]

Needs EI for flat management

I don't think that the commercial sector doesn't need EI, it does need EI, but the typical chain of command means that manager has a small group. Typical commercial situations, there are many many levels and each time the command goes down, the next person is required to pass down the instructions with supervision.

In University, the breadth of responsibility the Heads of School has to deal is very different. Its is not a place of EI for one and not the other, I just think the University setting requires more of it because our colleagues tend to be more questioning, they are trained to question everything. If the academic is good, they will question everything. Whereas in the commercial organisation, you are trained to deliver what you got to deliver, not to challenge what you are being asked to deliver.

University setting requires more of EI

The output is more focused in the commercial sector and rewards follow the achievement of the target in commerce. It doesn't apply in University. I can't reward my colleagues because we are the ~~3rd~~-best school in the country. If that happened in commercial, colleagues get bonus and that again reinforces the differences. I've often have to think often of the non-tangible benefits. So in commercial, you don't need much EI, quite not much because the motivation is much much [repeats...] stronger and focused than on our own touchy feelings.

#### 10 What are YOUR views about values in leadership?

Hmmm...My personal values play an enormous part in leadership. Values do matter, one is integrity. I consider I expect my colleagues to be straight with me, I'm very straight with them and financially deprived isn't much an issue in this type of setting but I make it very clear that I want people to behave properly when it comes to money, when it comes to relations with people and in particular one thing I make it very clear is that I do not like people to be two-faced, they say one thing to me and another thing to other colleagues. That happens a lot in Universities, happens quite abit above me. And when I deal with people, I'm prepared to be honest and open with people but expect that in return and that's a value that I have. If I don't get it in return, it causes me grief and I get very excited and I would use the principle against the person concerning. And at that sense, I can see why I'm seen to be 'scary'. I can think of 2 occasions where I made a very big fuss about dishonesty, not financial dishonesty, but dishonesty on the part of various, either from sideways or above me and I wont have it.

Personal values play enormous part in leadership

Integrity

Honest and open with people and expect in return

Honesty is an important value in the family, be as honest as possible. I also have fairly high moral standards, doesn't include much here but I expect people to behave properly to each other. I expect people to behave with business propriety, for example, someone external to this

Has high moral standards

school persuades someone in the faculty to accept a student into this school without talking to this school to do a friendly favour, and that is corrupt. That sort of thing that I just wouldn't put up with. It's unethical. I made such a big fuss about that and I remember the person concerned got so upset about it because of my reaction, because I went up to the registrar and complained. I suggested that this person should be disciplined because it is unethical and dishonest. So, I have got certain personal standards. I do think I'm a very caring individual and don't get to apply what turns out to be what is EI unless you care for people and understand that its people that you rely on. I rely on my colleagues and it is not a question of me managing them and I've got to get the best out of them. Yes, I'm managing them. I think personal managing matters a great deal to me. I live by them.

Has personal standards  
Cares for others

Self- relies on others to get  
the best out of them  
Self - Personal managing is  
important

- 11 As a leader, can you tell me what do YOU think are your strengths and weaknesses?

[pauses...] I think my main leadership strengths is that I'm very good at communicating. I'm also relatively tough, and have strong constitution, high levels of stamina. I'm very focused and well organized, system of work, priorities which I'm constantly addressing and redressing. I'm also enthusiastic and one of the essential qualities of leadership. I think, is interacting with people. Its an aspect of communication, so if I wanted to unpack that, I would say I succeed in communicating by enthusing others, encouraging them to be enthusiastic about the goal by ensuring to them that very goal is consistent with theirs.

Relatively tough, have  
strong constitution  
High levels of stamina.  
Very focused and well  
organized  
Enthuse others  
Addresses /re-addresses  
work priorities  
Encourage others to be  
enthusiastic about the goals  
Good communication skills

Weakness- I'm not the world's best delegator. I'm much better than I was. But I do delegate and all major tasks delegated now. But that took me 2 to 3 years to achieve as I hung on too much. Delegation doesn't mean giving a job to someone and forgetting about it. Giving a job and making sure its done and monitoring and being there to report and support. So, I think, my biggest weakness is delegation but I overcome that because I had to. I couldn't cope with doing everything.

Weakness - delegation

- 12 Is there anything else that YOU would like to add?

I'm not sure if I've mentioned this, but I do think that being able to stand up in difficult circumstances and argue for what you believe in. By that, I mean, in this case, I mean this school to risk being unpopular. Leadership requires a certain amount of bravery and that two years ago, I met a person in the faculty in a staff meeting saying to me, commentary about that I shouldn't be frightened about some issues. I stopped him immediately and said that I'm not frightened of anything in this University. So, I told him, 'lets stop that talk'. I do know how to fight and see why some people, in my opinion from the 360° see me as being 'scary' [laughs loudly...].

Having bravery

As a leader, you are standing up to pressures that goes in different



directions and the whole University is standing on checks and balances and so on, there is a constant battle. I have to stand up to these powers. I actually think it's quite important but leadership involves people accepting that you will represent them. I don't always make myself popular and that's not why I'm doing it. I'm doing it because I care about this school. I care about my colleagues and I care about my students. That's why I do it. If I didn't care about it, I wouldn't do it. As it is, it's far too much stress [laughs...]. So, that's that one thing that I would add in. We did talk about emulating about people dealing with the school, for example, being able to face up to someone who is being difficult. But, that's actually different. This is institutional. I use the word 'battling'. You've got to be prepared for a 'battle' for what you believe in occasionally. I'm not always easy to deal with people outside this school and understand why I got to be the person I'm seen as.

Self - leadership involves representing others

Shows caringness for others and students in school

Standing up to pressures that goes in different directions - 'battling'

[Session End]

[Talks about my research and walks me to the door]

## Clustering of Themes

### *Inspiration, Understanding and Motivation*

To inspire others (21)  
To understand others is important (22)  
To be able to understand others  
Support from others is important  
Has an 'open-door policy' (116)

### *Lack of awareness of EI*

Not aware of EI terminology (32 & 33)  
Became aware of EI from management courses (123)

### *Interpersonal skills and qualities*

Having toughness (67)  
Good communication skills (53)  
Ability to analyse very complex, amorphous aspects (49)  
Clarity of thought and intellectual edge  
Invoke discipline without being oppressive.  
To lead by example  
To be gregarious  
Need to have (self-sufficient) self-reliance  
High levels of stamina.  
Very focused and well organized  
Having bravery

### *Traits and personality development*

Empathic and understanding towards others  
Has a balanced approach of EI qualities and toughness (114)  
Colleagues respond emotionally  
Makes time to talk and listen to others

### *Nature versus Nurture*

Guided by values

Deep-seated values - goes back to upbringing of their childhood

Personal values play enormous part (87)

Integrity

Honest and open with others

Has high moral standards

Has personal standards

*Empathy - Cares for others*

Personal managing is important

### *Strategic vision and direction*

Getting people to follow towards the same direction (104)

Communicate leaders' vision

**Private Reflective Journal (sample)**

Appendix j

Participant: Eaw1  
 Session type: semi-structured interview  
 Session date: 2<sup>nd</sup> April 2007  
 Gender: male

Topic: Emotional intelligence in leadership

	Interviewer's reflective thoughts	Participant's responses/Non-verbal cues
1	What did I not cover that I expected I should have?	-
2	What was new or surprising to me?	i. His view on other leaders in HE ii. Personal issues to show how it affected his role as a leader iii. He was not aware of EI before, not sure if he had used in leadership
3	What have I changed my mind about, as a result of this session?	-
4	One thing I learned in this session that I may be able to use in future is...	-
5	NLP - Predicate group	Seems to be Auditory: 1. ("the way I read it"), 2. Verbally expressive
6	Issues that interested me a lot, and that I would like to study in more detail	i. His recommendation of a book on machovillan – says about how individuals can be manipulative to suit own needs ii. Values, the examples given, its impact on leadership iii. Seem to be an Auditory person?? iv. Characteristics of transformative leadership - 'self awareness'
7	Ideas for action, based on this session...	i. Various examples that were given to show his rich experience in leadership
8	What I most liked about this session was...	i. His openness to talk about some issues that influenced his leadership, his honesty, frankness ii. Very interactive, had high energy levels, enthusiastic speaker, good sense of humour, assertive yet displayed empathic skills
9	What I most disliked about this session was...	-
10	Permission given to interview again.	Yes
11	Any other reflective thoughts	Confident, very bold, good eye-contact, firm handshake, very spontaneous and narrative, very expressive, checks questions if it had been answered correctly

## Leadership Framework

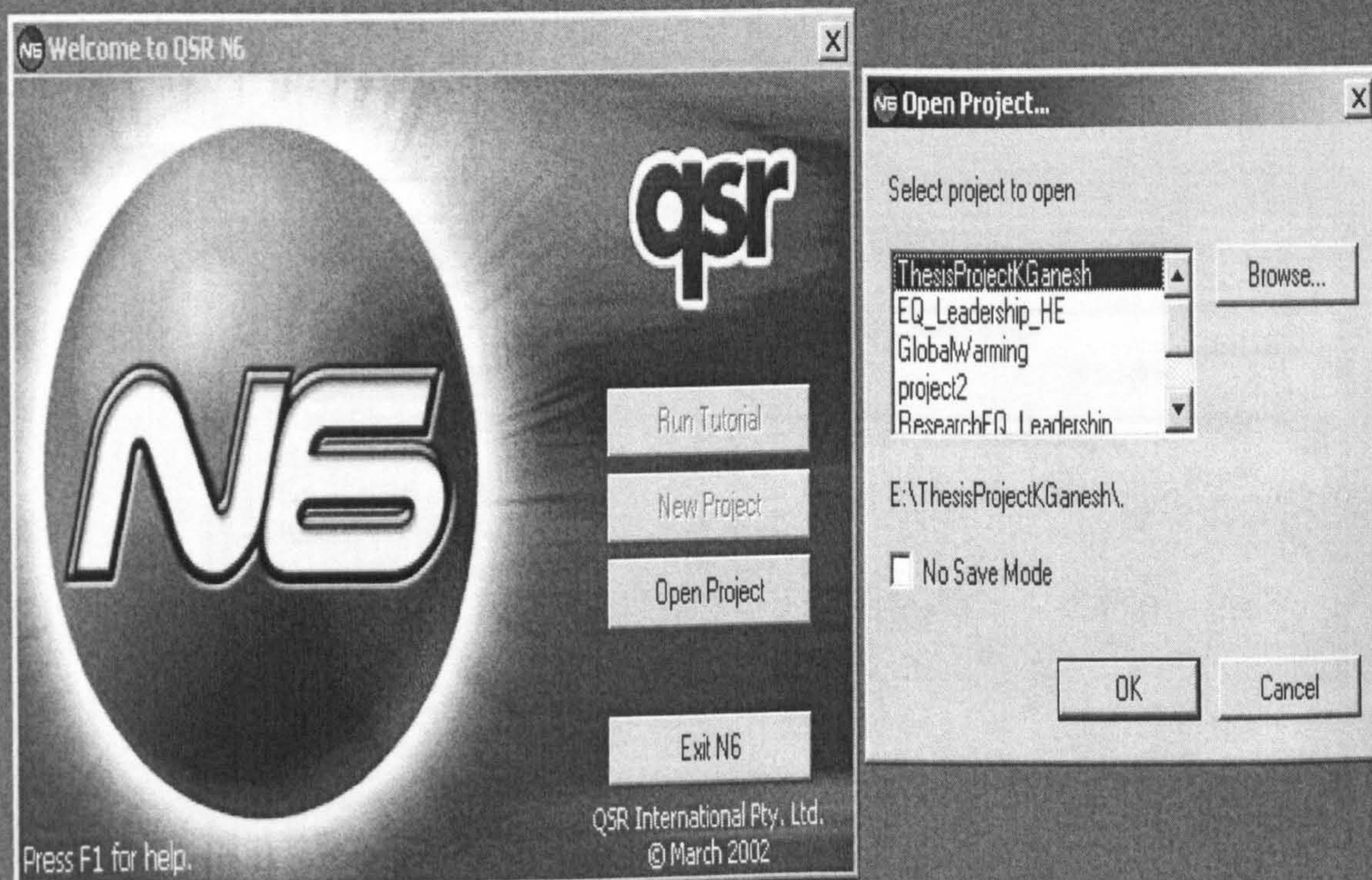
No	Role	Indicators	Comments
2.1	Communicating with Others	<p>Communicates with University colleagues effectively. Is able to persuade and influence others.</p> <ul style="list-style-type: none"> <li>■ Disseminates key messages to staff</li> <li>■ Is able to influence at Faculty level by persuasive and articulate communications</li> <li>■ Responds to communications from others in clear, appropriate and timely fashion</li> <li>■ Listens to the views and opinions of others</li> <li>■ Is visible presence to staff (at School and Faculty level) and to students</li> <li>■ Scans external environment keeping staff informed of key drivers</li> </ul>	<p>Successful HoS are first-rate communicators. They keep staff informed on all issues. This does not just involve passing on information from higher up, it is also about ensuring that people know what is happening on a weekly basis at School level. They welcome one to one interactions but are equally comfortable with group level meetings. They consider it an important part of their job to be seen by staff and students, to listen to them and to respond to their comments/concerns as they arise. Successful HoS need to be able to represent their School at Faculty level and effectively make the case for additional resources.</p>
2.2	Working at Strategic Level	<p>Sees the "big picture" and thinks strategically. Is able to manage complex problems and issues.</p> <ul style="list-style-type: none"> <li>■ Able to articulate strategic vision for School which is reflective of strategic vision of University</li> <li>■ Works relentlessly to create sense of School as cohesive whole rather than administrative contrivance</li> <li>■ Identifies opportunities for enhancing reputation, kudos and financial security of School/University</li> <li>■ Identifies appropriate structures for making strategic vision a reality</li> <li>■ Comfortable working with complexities; this includes multi-disciplinary [and often multi-site] considerations, School/Faculty/University priorities and conflicting time demands on activities across research, teaching and the third strand</li> <li>■ Can apply numerical problem solving to secure resources for teaching, research &amp; 3<sup>rd</sup> strand activities</li> </ul>	<p>Successful HoS work hard to align individuals to their School. This is no easy task. It requires problem-solving ability and a willingness to focus on what might be rather than what is. It is also crucial that the incumbent is comfortable solving financial problems.</p>
2.3	Planning and Organising	<p>Manages time and resources by prioritising and organising effectively.</p> <ul style="list-style-type: none"> <li>■ Establishes effective management control</li> </ul>	<p>One of the major problems for HoS appears to be finding time to do everything that the role requires. Those who cope best are skilled at</p>



		<p>systems</p> <ul style="list-style-type: none"> <li>■ Effective at organising and managing heavy workload</li> <li>■ Anticipates future demands for staff, information etc</li> <li>■ Identifies quickly what is important and prioritises and acts accordingly</li> </ul>	<p>prioritising and managing their time. It is critical that they are able to plan ahead and operate with foresight. The role also requires an ability to project manage the work of others. An ability to establish first-rate management control systems is crucial in this.</p>
2.4	Management of Pressure	<p>Copes with criticism and the demands of the job.</p> <ul style="list-style-type: none"> <li>■ Is able to separate him/herself from the job in hand so that negative feedback does not become overwhelming</li> <li>■ Able to bounce back in the face of setbacks</li> <li>■ Driven to succeed even when problems seem intractable</li> <li>■ Remains positive and optimistic when going gets tough</li> </ul>	<p>It is imperative that HoS have sufficient levels of self-esteem to cope with negative feedback from disgruntled colleagues. Those who take criticism as a personal attack will not have the personal resources to succeed. Obstacles encountered in the role appear to be numerous and complex: HoS need to be dogged in their response to difficulties.</p>
2.5	Credibility	<p>Inspires the trust and confidence of others by the way they handle themselves and others.</p> <ul style="list-style-type: none"> <li>■ Energises others by being passionate about School and its potential</li> <li>■ Possesses insight; particularly into the needs and motivations of others. A willingness to listen</li> <li>■ Self-confident in manner and able to take unpopular decisions</li> <li>■ Is straightforward, open and fair in dealings with others</li> <li>■ Motivated to set individual interests aside and work hard for future success of School &amp; University</li> <li>■ Displays genuine interest in diverse range of academic disciplines</li> <li>■ Is respected academic who continues to publish</li> </ul>	<p>HoS impact on the morale of those around them. It is therefore imperative that they are individuals who demonstrate high energy levels and who believe in the worth of the HoS role because they see it as an opportunity to make a difference.</p> <p>HoS have to earn the respect of their colleagues. Crucial to gaining this respect appears to be: credibility as an academic; a willingness to work exceptionally hard on behalf of the School; a willingness to learn about and value diverse academic disciplines; a reputation for trustworthiness and the confidence to take the right decision [rather than the easy one].</p>
2.6	Leadership	<p>Takes control to ensure that School objectives are met.</p> <ul style="list-style-type: none"> <li>■ Provides clear direction to colleagues</li> <li>■ Delegates tasks to others without relinquishing control and responsibility</li> <li>■ Is comfortable with conflict and prepared to confront individuals who stand in the way of School achievements</li> <li>■ Acts decisively</li> </ul>	<p>HoS need to be comfortable in the leadership role. They need to enjoy directing others and to confront those who are not willing to perform. They require the confidence to make decisions quickly when needs be. They need to be able to trust their colleagues to take on projects on their behalf but to keep sufficient control to ensure task achievement.</p>

2.7	Working with People	<p>Exceptional interpersonal skills.</p> <ul style="list-style-type: none"> <li>■ Able to relate well to all types of people (academic and administrative staff, University managers and students)</li> <li>■ Able to alter style depending on people or situation</li> <li>■ Behaves with diplomacy</li> <li>■ Interested in others and motivated by helping them to feel valued and to succeed</li> <li>■ Motivates others so that they wish to contribute</li> <li>■ Cultivates relationships with significant others</li> <li>■ Able to capitalise on the external networks to which School members belong</li> </ul>	<p>Successful HoS require exceptional people skills. They need to enjoy meeting people and working with them. They also need to be able to recognise and understand other people's emotions and be adept at managing relationships. There needs to be a true commitment to collaborative working.</p>
2.8	Embraces Change	<p>Recognises the need for change and is forward looking. Promotes the benefits of change to others. Is proactive in ideas generation.</p> <ul style="list-style-type: none"> <li>■ Accepts the reality and requirements of change</li> <li>■ Takes the initiative to ensure future success of University by presenting new ideas and approaches at Faculty level</li> <li>■ Is able to achieve change at individual and School level</li> <li>■ Is supportive of others during change</li> </ul>	<p>Change within the education sector is almost permanently on-going. A positive orientation toward change is important with a willingness to embrace this. The University has faced major change over the past few years and will continue to adapt to meet the challenges of the future education sector. Successful HoS need to be forward looking and proactive in idea generation. They need to understand how to achieve change within and through people</p>







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Node Explorer

F - Free Nodes [ 43 ]

Tree Nodes [ 63 ]

1 Perception about EI as a leadership quality?

1! Inspiration, Understanding, Motivation

2! General lack of awareness

3! Interpersonal skills and qualities

4! Emotion and Cognition: Balance

5! Traits and personality development

6! Nature versus Nurture

7! Personal insight and reflection

8! Strategic vision and direction

T - Text Searches [ 1 ]

N - Node Searches [ 0 ]

Document Annotations

Node Clipboard

Tree Node: Perception about EI as a leadership quality?

Node Address: ( 1 )

Description: leaders' perception about EI as a leadership quality

Created: 1:59 pm, Apr 30, 2008.

Modified: 10:23 am, May 2, 2008.

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Text Units: 311

Created: 9:45 am, Apr 30, 2008.

Modified: 9:51 am, May 2, 2008.

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Total Documents: 26 Total Nodes: 107 Text Unit Type: Line

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- ajc1
- ajc2
- lbc1
- bci2
- lchg1
- cgh2
- ldla1
- dla2
- leaw1
- eaw2
- lfay1
- fay2
- lgpr1
- gpr2
- lhja1
- lips2
- lkry3
- llag1
- llvj3
- lmih3
- lmpl1
- lnas3
- ocu1
- lprp1
- lqv1
- lrhk3

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NE Node Explorer

F - Free Nodes [ 43 ]

Tree Nodes [ 63 ]

- 1 Perception about EI as a leadership quality?
  - 1! Inspiration, Understanding, Motivation
    - 9! Container/containment
    - 10! Herd instinct
    - 11! Libido
    - 12! Identification
    - 14! Introjective identification
    - 15! Primal horde
    - 16! Ego ideal
    - 17! Unconscious phantasy
  - 2! General lack of awareness
    - 12! Identification
    - 13! Introjection
    - 18! Intersubjectivity
    - 19! Subjectivity
  - 3! Interpersonal skills and qualities
    - 16! Ego ideal
    - 20! Splitting
    - 21! Polarisation
    - 22! Mirroring
    - 23! Idealising
    - 24! Self good/Other bad
    - 25! Twinship transference
    - 26! Narcissism/Narcissistic excess
    - 27! Self
    - 28! Projection
    - 29! Humour
  - 4! Emotion and Cognition: Balance
  - 5! Traits and personality development
  - 6! Nature versus Nurture

Tree Node:  
Inspiration, Understanding, Motivation

Node Address: (1 | 1 )

Description:  
Copy of node (F 1). Bci1, Cgh2

Created: 10:04 am, Apr 30, 2008.  
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**Document Explorer**

- ajc1
- ajc2
- lbc1
- bci2
- lgh1
- cgh2
- ldla1
- dla2
- leaw1
- eaw2
- lfay1
- fay2
- lgpr1
- gpr2
- lhja1
- lps2
- lkry3
- lag1
- lvj3
- lmh3
- lpl1
- lnas3
- ocu1
- lpr1
- lvj1
- lthk3

**Node Explorer**

- 26 Narcissism/narcissistic excess
- 27 Self ego
- 28 Projection
- 29 Humour
- 30 Paternal Identification
- 31 Oedipus complex
- 32 Regression
- 33 Maternal transference
- 34 Group identification
- 35 Projective identification
- 36 Conscious
- 37 Attachment theory
- 38 Holding environment
- 39 Depressive position
- 40 Paranoid schizoid position
- 41 Absent/loss (Mourning)
- 42 Symbol formation
- 43 Paternal transference

Tree Nodes [ 63 ]

- 1 Perception about EI as a leadership quality?
  - 1! Inspiration, Understanding, Motivation
  - 2! General lack of awareness
  - 3! Interpersonal skills and qualities
  - 4! Emotion and Cognition: Balance
  - 5! Traits and personality development
  - 6! Nature versus Nurture
  - 7! Personal insight and reflection
  - 8! Strategic vision and direction

T - Text Searches [ 1 ]  
N - Node Searches [ 0 ]  
Document Annotations  
Node Clipboard

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Online Document

Tree Display at 1: Perception about EI as a leadership quality?

1: Percept

1: Inspira 2: General 3: Interpe 4: Emotion 5: Traits 6: Nature 7: Persona 8: Strateg

Text Units: 311

Created: 9:45 am, Apr 30, 2008

Modified: 9:51 am, May 2, 2008

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F - Free Nodes [ 43 ]

Tree Nodes [ 63 ]

T - Text Searches [ 1 ]

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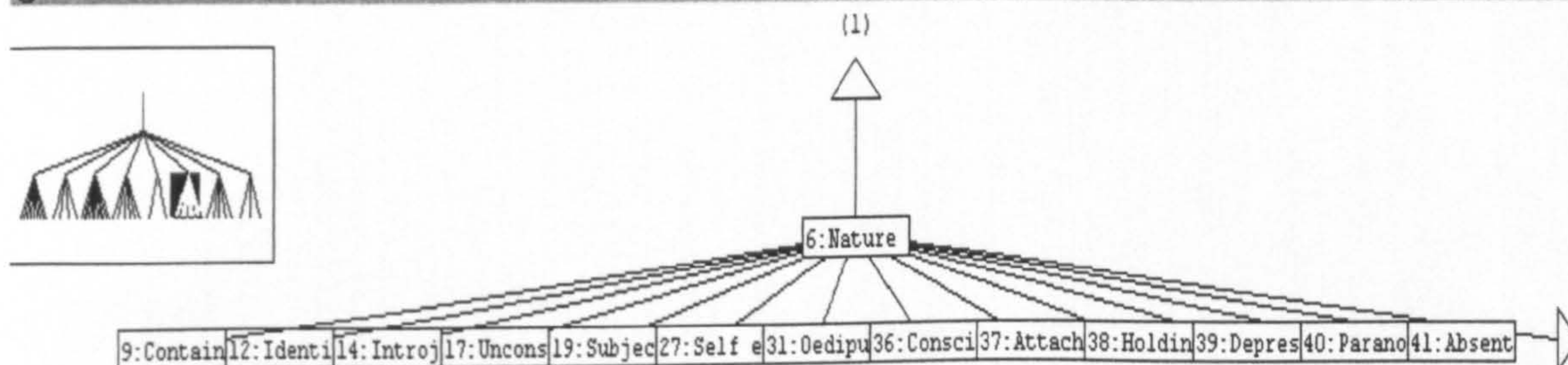
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**Node Explorer**

- 6! Nature versus Nurture
  - 9! Container/containment
  - 12! Identification
  - 14! Introjective identification
  - 17! Unconscious phantasy
  - 19! Subjectivity
  - 27! Self ego
  - 31! Oedipus complex
  - 36! Conscious
  - 37! Attachment theory
  - 38! Holding environment
  - 39! Depressive position
  - 40! Paranoid schizoid position
  - 41! Absent/loss (Mourning)
  - 42! Symbol formation
  - 43! Paternal transference
  - 7! Personal insight and reflection

Tree Node:  
Nature versus Nurture

Node Address: (1 6 )

Description:  
Copy of node (F 6). Fay1, Cgh1, Ajc1, Kry3, Hja1

Created: 12:13 pm, Apr 30, 2008.  
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